

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180106

Grants.gov Tracking#: GRANT12659813

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180106

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (UM_NRC_FLAS_GEPA_Section_427_description_2018)	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
Attachment - 1 (UM_LACS_Abstract)	e16
9. Project Narrative Form	e18
Attachment - 1 (LACS_Narrative__1_)	e19
10. Other Narrative Form	e69
Attachment - 1 (UM_LACS_TABLE_OF_CONTENTS)	e70
Attachment - 2 (UM_LACS_APPENDIX_1_CVs_and_Job_Descriptions)	e73
Attachment - 3 (UM_LACS_APPENDIX_2B_Course_Guide_Language)	e198
Attachment - 4 (UM_LACS_Acronyms)	e207
Attachment - 5 (UM_LACS_NRC_FLAS_profile_form_2018)	e209
Attachment - 6 (UM_LACS_Diverse_Perspectives)	e210
Attachment - 7 (UM_LACS_Areas_of_Government_Need)	e211
Attachment - 8 (UM_LACS_APPENDIX_4_Letters_of_Support)	e212
Attachment - 9 (UM_LACS_APPENDIX_2A_Course_Guide_Area_Studies)	e222
Attachment - 10 (UM_LACS_APPENDIX_3_PMFs)	e291
11. Budget Narrative Form	e299
Attachment - 1 (LACS_NRC_and_FLAS_Budget_2018_06)	e300

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

18-PAF08348

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Regents of the University of Michigan

* b. Employer/Taxpayer Identification Number (EIN/TIN):

38-6006309

* c. Organizational DUNS:

073133571

d. Address:

* Street1:

3003 S. State St

Street2:

* City:

Ann Arbor

County/Parish:

Washtenaw

* State:

MI: Michigan

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

481091274

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Kellie

Middle Name:

* Last Name:

Buss

Suffix:

Title: Project Representative

Organizational Affiliation:

* Telephone Number:

734-936-1361

Fax Number:

* Email: klbuss@umich.edu

PR/Award # P015A180106

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Center for Latin American and Caribbean Studies National Resource Center and Foreign Language Area Studies Fellowships 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,227,911.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,227,911.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Regents of the University of Michigan

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	103,581.00	107,598.00	107,757.00	111,900.00		430,836.00
2. Fringe Benefits	25,632.00	26,256.00	26,580.00	27,232.00		105,700.00
3. Travel	12,700.00	11,500.00	9,700.00	8,500.00		42,400.00
4. Equipment						
5. Supplies	10,100.00	10,450.00	9,950.00	9,950.00		40,450.00
6. Contractual						
7. Construction						
8. Other	97,922.00	91,262.00	95,422.00	92,222.00		376,828.00
9. Total Direct Costs (lines 1-8)	249,935.00	247,066.00	249,409.00	249,804.00		996,214.00
10. Indirect Costs*	19,995.00	19,765.00	19,953.00	19,984.00		79,697.00
11. Training Stipends	288,000.00	288,000.00	288,000.00	288,000.00		1,152,000.00
12. Total Costs (lines 9-11)	557,930.00	554,831.00	557,362.00	557,788.00		2,227,911.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 54.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180106

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Regents of the University of Michigan		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

PR/Award # P015A180106

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Craig.Reynolds	Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Regents of the University of Michigan	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Regents of the University of Michigan"/> * Street 1: <input type="text" value="3003 S State Street"/> Street 2: <input type="text"/> * City: <input type="text" value="Ann Arbor"/> State: <input type="text" value="MI: Michigan"/> Zip: <input type="text" value="48109"/> Congressional District, if known: <input type="text" value="MI-012"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program and Foreign Language and Area Studies Fellowship Program"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Craig.Reynolds"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Craig"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Reynolds"/> Suffix <input type="text"/> Title: <input type="text" value="Executive Director, ORSP"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/22/2018"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # P015A180106

Page e10

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

UM_NRC_FLAS_GEPA_Section_427_description_2

Add Attachment

Delete Attachment

View Attachment

INFORMATION TO ADDRESS SECTION 427 OF GEPA

University of Michigan nondiscrimination statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, (734) 763-0235, TTY (734) 647-1388. For other University of Michigan information call (734) 764-1817.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Regents of the University of Michigan

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Craig Middle Name:
* Last Name: Reynolds Suffix:
* Title: Director

* SIGNATURE: Craig Reynolds

* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Victoria"/>	<input type="text"/>	<input type="text" value="Langland"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="500 Church Street"/>
Street2:	<input type="text" value="Suite 500"/>
City:	<input type="text" value="Ann Arbor"/>
County:	<input type="text"/>
State:	<input type="text" value="MI: Michigan"/>
Zip Code:	<input type="text" value="481090000"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="734-763-4624"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
----------------------	---	--	--

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Proposal
Center for Latin American and Caribbean Studies (LACS)
University of Michigan (UM)

Overview: The University of Michigan has long supported the study and teaching of Latin America and the Caribbean (LAC), hiring scholars of Latin America and organizing formal exchange programs between UM and Latin American institutional collaborators since at least the 1930s. This support led to the establishment of the Center for Latin American & Caribbean Studies in 1990 and to its role as a founding member of the International Institute (II) in 1993. Today LACS is at the forefront of research, training and outreach on LAC in the US, with particular strengths in Brazilian, Andean, Caribbean, and Mexican studies. It is also home to the Brazil Initiative, a university-wide initiative to promote research, teaching, and collaboration with and about Brazil. LACS serves UM faculty, UM undergraduate, graduate and professional students, local, regional and national K-16 teachers, and the general public.

Primary Objectives of 2018-20 Title VI Funding: LACS seeks renewed Title VI funding in order to meet areas of national need as defined by the Department of Education (ED), and to sustain, enhance and expand both the quantity and quality of our activities that meet the goals of the NRC program. We plan to achieve this through continued and new programs that meet ED absolute priorities (AP) and competitive preference priorities (CPP): (1) expand access to language and area studies instruction (NRC AP1; FLAS CPP 1, CPP 2); (2) strengthen outreach partnerships with K-16 schools, Minority-Serving Institutions (MSIs), and teacher education programs (NRC AP2, CPP 1, CPP 2); (3) disseminate research on Latin America and the Caribbean (LAC) through public and campus events (NRC AP1); and (4) enhance LAC library collections and programming (NRC AP1).

Disciplines and Languages Covered: In 2016-17, UM offered 295 LAC courses across 24 departments and 9 professional schools, with a total enrollment of 8,252. In that same year, LACS offered 3 or more levels of Spanish, Portuguese, Quechua and Nahuatl, with a total enrollment of 5,156. In 2018-19 LACS will additionally offer Yoruba.

Faculty and Staff Resources: LACS hosts 69 core faculty (those whose teaching is 100% focused on LAC) and 125 affiliated faculty (those whose teaching is between 10% and 99% focused on LAC). They offer expertise in every LAC region and the 4 LAC languages noted above. LACS and the II count on a wide and highly qualified professional staff with deep outreach and administrative experience.

Library Resources: The UM library system, one of the largest research collections in the country, holds more than 225,000 items directly related to the study of LAC. The UM professional school libraries have additional LAC holdings. UM has one of the best LAC law collections in the country, and many notable special collections.

Degree Programs: For undergraduate students, LACS offers a major and a minor, and is a critical partner in the II-wide major and minor in International and Comparative Studies (PICS), where students are required to choose a regional focus for both language and area studies training, and have opportunities to study, intern, and/or do research abroad. For graduate and professional students, LACS offers a graduate certificate.

Outreach: Outreach is a fundamental part of LACS' mission. LACS sponsors or co-sponsors an average of 41 outreach events per year, including public seminars and lectures, teacher training workshops, national curriculum development symposia, and cultural events, among others. LACS has built sustained outreach partnerships with local teachers and groups, Community Colleges and Minority Serving Institutions.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

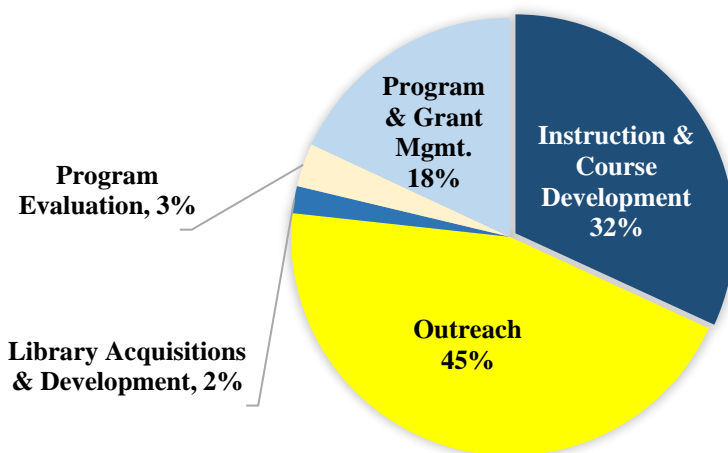
Delete Optional Project Narrative File

View Optional Project Narrative File

CRITERION A: PROGRAM PLANNING AND BUDGET

A1. Quality and Relevance of the Proposed Activities: The Center for Latin American and Caribbean Studies (LACS) at the University of Michigan (UM) submits this proposal for renewed Title VI funding in order to sustain, enhance, and expand both the quantity and quality of our activities that meet the goals of the National Resource Center (NRC) program. We plan to achieve this through continued and new programs that: (1) expand access to language and area

CHART A: PROPOSED NRC BUDGET BREAKDOWN
Percentage of Total Requested NRC Budget



studies instruction; (2) strengthen outreach partnerships with K-16 and Minority-Serving Institutions (MSI); (3) disseminate research on Latin America and the Caribbean (LAC) through public and campus events; and (4) enhance LAC library collections. For overview, see Chart A.

1. Language and Area Studies Instruction and Course Development: LACS requests funds to extend our language resources to local elementary and secondary school students, to those in the professional schools, and to indigenous language learners beyond UM. *BL=Budget Line

- **Indigenous Languages (NRC API):** LACS requests funding to continue its successful indigenous language programs in Quechua and Nahuatl, both Less Commonly Taught Languages (LCTLs), with Quechua being a priority language. Our Quechua instructor, Adela Carlos Rios, is a first-language Quechua speaker and a highly skilled and well-trained language instructor. She has taught Quechua full-time at UM since 2014, and in 2018 was promoted to Lecturer II

following a major review. We seek 50% salary support for this position as well as funds for annual travel to Peru for her to maintain linkages with Quechua-speaking communities and acquire teaching materials (*BL 3, 11, 18*). To broaden access to Quechua, LACS is developing a Massive Open Online Course (MOOC) that would offer students a basic knowledge of Southern Quechua language, modern Quechua culture, and the history and archeology of the Inca Empire. While we are not seeking specific Title VI funding for the MOOC, the Title VI-supported Quechua lecturer would be central to the viability of this course, while the potential of MOOCs to provide a free and open-access classroom corresponds well with NRC goals for priority language instruction. We also seek funds to continue our partnership with the Zacatecas Institute for Teaching and Research in Ethnology (IDIEZ) to provide distance-based instruction in Nahuatl to students from UM and the University of Utah, and to add students from the University of New Mexico in 2018 (*BL 4, 2*). LACS is additionally seeking to expand free access to Nahuatl classes to students at the University of Wisconsin-Madison and Rutgers University by using the CourseShare platform of the Big Ten Academic Alliance consortium.

- **Spanish and Portuguese** (*NRC AP 1, AP 2, CPP 2*): LACS is committed to bringing Spanish language and area expertise to underserved populations on campus and in local schools. It will continue collaborations with UM's *Ann Arbor Language Partnership*, which trains secondary school Spanish teachers, and with the *Spanish Language Internship Project* (SLIP) and *En Nuestra Lengua*, which train educators who work with Spanish-speaking elementary students (*BL 29, 30*). In the last four years En Nuestra Lengua has grown exponentially, doubling enrollment to 200 K-4 students, with another 200 names on the waitlist. LACS plans to expand capacity in the new grant cycle to meet growing community demand (*BL 17*). LACS seeks to meet the needs of the many UM professional school students who travel to Brazil for internships,

fieldwork or practicums, but are unable to prepare with a full term of Portuguese language. We will develop *Portuguese for the Professions* (PfP) mini-courses (1-credit, 6-weeks) to be offered in Winter semesters that will include general Portuguese language instruction and field-specific sessions tailored to participants' projects (BL 5). We will purchase hands-on materials for our ongoing *Spanish for the Professions* (SfP) and new PfP courses, such as medical handbooks in Spanish or Portuguese, or traditional healing instruments (BL 31, 32). And we will work with Engineering, Medicine, Law, and Business to enrich sections of SfP by inviting bilingual professionals to share experiences addressing challenges of providing services across linguistic and cultural boundaries. The lectures will be filmed and available on our YouTube channel.

- **Area Studies** (NRC AP1, AP2, CPP2): LACS proposes to advance LAC area instruction by hosting visiting faculty from Latin America and by co-sponsoring classes and workshops that respond to contemporary concerns, address professional school students, or integrate area studies with the arts. We request funds to invite one visiting professor from Latin America each year to teach a LACS mini-course, and one LAC speaker to address a publicly-open course about food sustainability which was developed in 2017 through university, community, and government partnerships (BL 5, 33). We request funding to host classroom speakers and graduate student workshops as part of the project on *Immigration Law and the Americas* (BL 34), co-sponsored by LACS, the African Studies Center, and the Department of Afroamerican and African Studies; to bring speakers to the School of Public Health where there is considerable LAC interest (BL 35), and to allow the Taubman College of Urban Planning Fieldwork Experience courses to expand to new field sites (BL 36). LACS will advance LAC area instruction within the arts by supporting a hybrid area studies and teacher training course at the School of Music called *World Music for Educators* (BL 8), and by supporting the *Global Arts Incubator*, which will involve graduate and

undergraduate students and visiting LAC artists in the creation, documentation and analysis of world art through courses and lab-based rehearsal processes (*BL 37*).

2. K-16 and MSI Outreach: LACS has produced high-quality, impactful educational outreach programming that reaches teachers and students locally, regionally, and nationally (*\$I*). To continue our success in this area and to expand into new initiatives, we seek 50% salary support towards a LACS Outreach Coordinator, who will be responsible for coordinating the following 8 outreach activities, for which we seek NRC funding:

•**The World History and Literature Initiative (WHaLI)** (*NRC API, AP2, CPP1*): This is a unique collaboration between the UM School of Education and all five of its NRCs. It provides secondary teachers of History, Social Studies, and English Language Arts with area studies curriculum content and professional development through an annual 3-day workshop and shared curricular modules. We are seeking resources to broaden the reach of WHaLI (*pg. 44*) through three strategies. (1) We will make WHaLI more intergenerational by creating opportunities for early career teachers to work with experienced teachers and scholars. (2) We will livestream the event to reach teachers outside the Ann Arbor area; this is a technology we are piloting this year (2018) with Grand Valley State University and we will expand its use during the next grant cycle beginning with the University of Puerto Rico (UPR) in Y1. (3) We will make all materials produced at each workshop publicly available on our website (*BL 17, 19A-B*).

•**UM-UPR Outreach Collaboration** (*NRC API, AP2, CPP1, CPP2*): Together with UM support, NRC funds have allowed LACS and 7 other UM area studies centers to forge a strong outreach partnership with the University of Puerto Rico (UPR) and surrounding K-12 schools (*pg. 44*). There are no NRCs on the island of Puerto Rico (PR) and no Hispanic-Serving Institutions in Michigan, so LACS and UPR, building on previous ties, launched this program in

2014 and developed it across the last grant cycle. We seek funding to continue to send mixed delegations to UPR for the annual *Collaborative Curriculum Development Symposia*, to sponsor the development of new LAC courses by UPR faculty, and to bring UPR College of Education students to Michigan to attend WHaLI (*BL 17, 19A, 20A-D*). We also seek funds to expand this program, based on our response to evaluation data, by using the consulting and professional services of UM's Center for Education Design, Evaluation, and Research (CEDER) to create thematic educator toolkits, customizable to different grades and curriculum standards. In 2018 CEDER curriculum designer Stockdill attended the symposium and ran an instructional design workshop; he is now creating a toolkit tailored to Michigan and PR social studies and history teachers that includes lessons, activity/discussion guides, and web resources. We plan to include CEDER in all future symposia and to post all resulting toolkits on the UM-UPR collaborative website that LACS administers. The need for freely available world history resources in Spanish among teachers in PR has been compounded by the current debt crisis, which has led to budget cuts for the UPR and K-12 system, and by serious infrastructure problems caused by Hurricanes Maria and Irma. Given both this situation and our successful experiences with this program, our UPR collaborators have expressed overwhelming need and enthusiasm for our activities to continue and expand over the next four years, and we request funding to do so.

Going forward, LACS seeks to address the immediate urgency of library preservation at UPR owing to the destruction of library facilities by the hurricanes. To this end, LACS will dedicate funds to digital library acquisitions and e-book subscriptions for UPR's libraries and will send a Latin American Library Specialist to UPR in Y1 and Y3 to hold digitization and preservation workshops (*BL 16, 20B*). LACS will also dedicate funds to UPR faculty to travel to UM for longer library residencies than in previous years, allowing for greater use of UM library

resources and time for meaningful engagement with UM faculty and researchers (*BL 20C*).

• **LACS K-12 Teacher Training Series** (*NRC AP1, AP2, CPP2*): LACS requests funds to support full- and half-day interdisciplinary and creative curriculum development workshops for local teachers from Ann Arbor (AA), Detroit, and surrounding school districts (*BL 17, 21*). With content tailored to the needs of local teachers, these workshops are Michigan Department of Education-approved formal professional development opportunities that feature UM and external faculty experts, activists, journalists, artists, and more (*pgs. 45-46*).

• **San Diego State University K-16 Partnership & Binational Summer Institute** (*NRC AP1, AP2, CPP1, CPP2*): In response to evaluation data that shows a need for curricula that focus on the topic of LAC migration, LACS has spearheaded a new collaborative partnership. We are joining with San Diego State University (SDSU), a Hispanic-Serving Institution, to host a Binational Summer Institute for K-16 teachers in San Diego, California and Tijuana, Mexico (*BL 17, 22A-B*). The Summer Institute will draw on area studies experts to teach about the many people who migrate through or to Tijuana, such as the 4,500 Haitians who have lived in Tijuana since the island's devastation by Hurricane Matthew in 2016, the many Central American asylum-seekers who sought or seek entrance into the United States, or the estimated 15,000 migrants from outside of Latin America who have passed through Tijuana since 2016. Indeed, Tijuana serves as a microcosm of global migration flows, and the UM Center for Middle Eastern and North African Studies (CMENAS) will also participate in the collaboration during this grant cycle; other UM area studies centers have future plans to do so.

In partnership with SDSU's College of Education and Center for Latin American Studies, we have designed a progressive 4-year program. Y1 and Y2 will consist of curricular needs assessments and small pilot workshops, and Y3 and Y4 will culminate in full Binational Summer

Institutes: two-and-a-half-day K-16 teacher-training workshops that take place in San Diego and Tijuana. UM and SDSU will combine the expertise of faculty, advanced graduate students, and outreach staff at each institution to create a program that not only benefits SDSU students and faculty, but also brings together K-12 and community college teachers from the San Diego and Ann Arbor areas to learn about the societies, cultures, politics, and economies of Latin American, African, and Middle Eastern migrant-sending countries, the reasons for migration and paths taken, and the arrival and reception of migrants in receiving communities. By highlighting an interdisciplinary theme each year, such as art, health, food, and business, we will focus on particular aspects of migrant communities as a way of balancing breadth and depth and allowing for rich comparisons. Refer to detailed *budget lines 17 and 21*, and *appendix 4* for specifics.

•**Midwest Institute for International and Intercultural Education (MIIE)** (*NRC AP1, AP2, CPP1, CPP2*): LACS' strong relationship with the MIIE consortium of 134 community colleges dates back to 2004 and has produced 14 annual summer curriculum development workshops on global themes (*pg. 46*). LACS is now seeking funds to help internationalize the curricula at the institutional level. To that end, we will co-sponsor a *College Team* who will establish a one- or two-year degree in global and international studies at their campus (*BL 23*). Faculty teams from MIIE member colleges will be invited to submit plans relevant to LAC, and a selected team, will receive funding and access to requested LACS resources in order to implement it. We also request funding to send 2 MIIE faculty per year to travel to LAC-themed conferences (*BL 24*).

•**Washtenaw Community College GPASS** (*NRC AP2, CPP1*): LACS requests funds for *Global Practices in Applied Social Sciences* (GPASS), a new partnership with Washtenaw Community College (WCC), CMENAS, and the UM Center for Southeast Asian Studies that promotes practical applications of social science to solve real life problems (*BL 25*). In Y1 and Y2, UM

NRCs will meet with WCC faculty to design an initiative that trains faculty and presents practice-based career paths for students. Y3 and Y4 will feature larger-scale events where WCC faculty and students network with applied social scientists doing projects overseas.

•**Collaborative Teacher Trainings with UM Museum of Art (UMMA) and Washtenaw**

Intermediate School District (WISD) (NRC AP1, AP2, CPP2): LACS has developed a strong relationship with UMMA to create interactive teacher trainings and lesson plans. LACS and UMMA propose a collaboration with WISD to support teacher education initiatives using art to teach subjects like history, health, and social studies (BL 26).

•**Global Feminisms Outreach Initiative** (NRC AP1, AP2): LACS will support the *Global Feminisms Digital Archive*, a collection of video interviews with women's movement scholars and activists from around the world, maintained by the UM Institute for Research on Women and Gender and the UM Libraries. NRC funds will support the expansion and enhancement of the LAC sections of the archive by creating short documentary films based on the interviews and including new interviews. Funds will also support a conference focused on sharing pedagogical and research uses of the site, to be held at UM in Fall 2020, where we will pilot a hands-on workshop for high school teachers on feminisms in LAC and will create lesson plans using site materials (BL 28, 54). We plan to subsequently repeat the workshop every other year.

3. Public and Campus Programming: LACS seeks Title VI funds to support the dissemination of LAC research and information, particularly in three areas: (1) in discussions of pressing global or interdisciplinary issues where attention to LAC leads to a more comprehensive or comparative perspective; (2) in showcasing possible LACS-focused career paths and the impact of in-country experiences; and (3) in events designed to encourage sustained attention to LAC and what we may learn from the challenges and creative innovations the region faces or faced in the past.

•**LACS Programing around Global or Interdisciplinary Issues** (*NRC AP 1*): LACS will work with campus and community partners to foster interdisciplinary and global discussions that include LAC. This includes co-sponsoring the *Global Impact Speaker Series* with the Ross School of Business and the William Davidson Institute (*BL 39*); collaborating with the School of Nursing to bring Latin American practitioners to speak on campus and at their Summer Global Health Institute (*BL 40*); and working with various campus partners to host a *LAC across the Campus Interdisciplinary Event Series* that will address topics such as comparative politics, indigeneity, or literature (*BL 41*). LACS will collaborate with II area studies centers to organize 4 symposia with the following transregional themes: Indigenous Languages in Y1, Migration in Y2, Arts of Devotion in Y3, and Gender and Health in Y4 (*BL 42*).

•**LACS Programing around LAC-related Careers** (*NRC AP 1*): We will organize two speaker series that inform audiences about possible career paths. Partnering with the UM Reserve Officers' Training Corps (ROTC) and the UM Career Center, we will host the *US Government Agencies in Latin America Career Talks*, in which LACS will bring speakers from US federal agencies with assignments in LAC to speak about their career paths, the necessary language and area studies training, and current affairs in the region (*BL 43*). We successfully piloted this program in 2016 and 2017 with speakers from the Departments of State and Defense and look forward to continuing it all 4 years of the next grant cycle. LACS will also partner with the Department of History in Y1 and Y3 to co-sponsor the *Autobiographical Reflections from LACS Historians Series*, which aims to demystify historical inquiry in LAC (*BL 44*).

•**LACS Programing around LAC Challenges, Innovations, and Creativity** (*NRC AP 1*): Working with campus and community partners, we will collaborate with the Stamps School of Art and Design and the Center for World Performance Studies to host a *LAC Musicians and*

Artists Series (BL 45); host a community *LAC Film Series (BL 46)*; and co-sponsor student-led *Andean Circle* events (*BL 47*). We will launch new initiatives with the Ford School of Public Policy for a *Policy in LAC Series (BL 48)*; with the School for Environment and Sustainability on the *Sustainable LAC Series (BL 49)*; and with Romance Languages and Literatures (RLL) on a *Latin American Languages Series (BL 50)*.

4. Enhancing LAC Library Collections and Library Programming (*NRC AP 1; BL 13, 15, 27, 44*): LACS subject librarian Alvarez is designing a workshop on data management and services in LAC, which she will pilot at the 2018 Seminar on Acquisition of Latin American Library Materials (SALALM) in Mexico City. We seek funding to make this workshop an annual event at UM Libraries (*BL 51*). LACS also seeks funding to continue to support library collections that address areas of need, such as government collections (*BL 15*), the *LAC Authors Outreach Series (BL 27)*, and to support LAC librarian travel to international book fairs (*BL 13*).

A2. Development Plan and Use of Resources and Personnel: The preceding program plan was developed with close attention to the personnel and financial resources necessary to carry out all activities, which have been staggered over the grant period. LACS has demonstrated an ability to efficiently manage past NRC funds through creative collaborative partnerships. Support from multiple UM units allows us to strategically leverage our internal resources to cover many LACS activities; NRC funds focus directly on projects that target areas of national need.

A3. Cost Effectiveness: Our budget allocations fit within Department of Education (ED) recommendations, guidelines, and limits. The highly collaborative nature of LACS and the considerable institutional commitment from UM (*Table D1, pg. 25*) increase the effectiveness of Title VI funds by providing the vast majority of administrative, faculty, and infrastructural costs.

A4. Long-term Impact: Our plans to create shared, open-access LCTL resources, professional

bilingual educational toolkits for Michigan and UPR teachers, and opportunities for experiential learning for teachers in our new Summer Institute are just a few of the ways we are specifically focused on long-term impact. NRC funds would contribute to the development and enrichment of over 20 classes in the next grant cycle. Our collaborations with UM departments and professional schools, shared-II resources and connections with outreach specialists across campus allow us to leverage existing strengths in order to further enrich undergraduate, graduate, and professional education and teacher training. Through programming that engages artists, academics, and professionals from LAC, we are able to continuously expose students and faculty to the language and cultural training they need to be successful in a career focused on or in LAC. We are sensitive to the need to foster lively debate through the presentation of diverse disciplinary and contradictory viewpoints that give our community a holistic understanding of a region that is itself incredibly diverse. Finally, LACS' outreach mission to expand access to international education via programs such as En Nuestra Lengua has been a valuable bridge for supporting historically underrepresented local populations in Michigan and on the UM campus, groups with typically lower participation rates in international programs, due to a lack of K-12 language training. Bringing more students into the pipeline with advanced first-language Spanish literacy is a critical step towards fostering a more diverse student body engaging with LACS at the university level. This is the kind of long-term impact we are proud to encourage.

CRITERION B: QUALITY OF STAFF RESOURCES

B1. Teaching Faculty and Professional Staff Members: Qualifications of, Professional Development Opportunities for, and Participation in Teaching, Supervising and Advising:

The University of Michigan has a strong and diversified LACS teaching faculty with international reputations for excellence in their fields. With 69 core faculty (those whose

teaching is 100% focused on LAC) and 125 affiliated faculty (those whose teaching is between 10% and 99% LAC-focused), UM offers expertise in many disciplines and every LAC region, with particular strengths in Brazil, the Andes, Argentina, and the Caribbean.

Table B: Area Faculty by Discipline/School/Program							
Social Science/ Humanities	TT	LTL	STL	Professional Schools	TT	LTL	STL
Afroamerican and African Studies	6	2	-				
American Culture	11	-	-				
Anthropology	10	1	-				
Comparative Literature	2	-	-	Architecture & Urban Planning	4	1	1
Earth and Environmental Science	2	-	-	Art and Design	1	1	-
Ecology and Evolutionary Biology	2	-	-	Business	1	3	-
Economics	4	1	-	Education	1	1	1
English	3	-	-	Engineering	2	-	-
History	11	1	-	Environment & Sustainability	6	-	1
Art History	2	-	-	Law	1	1	-
Judaic Studies	1	-	-	Medicine	4	-	-
LACS	-	1	3	Music, Theatre and Dance	9	-	-
Linguistics	3	-	-	Nursing	5	5	1
Organizational Studies	1	-	-	Public Health	17	1	1
PICS	3	1	-	Public Policy	4	-	1
Political Science	2	-	-	Social Work	7	2	2
Psychology	2	-	-	Sub-Total	62	15	8
Residential College	3	3	-	Grand Total*	118	40	42
RLL – French	2	0	0	Legend: TT: Tenure-track Faculty; LTL: Long-term Lecturers and Clinical Faculty; STL: Short-term Lecturers			
RLL – Spanish	15	18	30				
RLL – Portuguese	3	1	0				
Screen Arts and Culture	2	-	-	*Note: Faculty members with joint appointments are counted under each department or school; the grand total is the count of individual faculty members and is less than the sum of the sub-totals.			
Sociology	3	1	-				
Women's Studies	2	-	-				
Sub-Total	95	30	33				

Our faculty has been recognized by receiving some of the nation's most prestigious prizes and fellowships such as the MacArthur "genius grant" (Behar, De León, Scott), Guggenheim fellowships (Behar, Johnson, Scott, Tsebelis), and numerous Fulbright awards, including 6 to LAC in the period 2014-18 (e.g. Couret, Piette, Strobbe, Valdivia), among other honors. At

present LACS affiliate faculty serve as PIs on 91 external grants including the National Institutes of Health, National Science Foundation, and the National Endowment for the Humanities.

LACS employs a superbly qualified professional staff with extensive overseas experience. LACS Faculty Director is Victoria Langland, an Associate Professor of History and Romance Languages & Literatures, who oversees all LACS programs and teaches, supervises and advises students from across camps with an interest in LAC. Academic Program Manager Alana Rodriguez holds degrees from SDSU and Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico. She manages Title VI activities, budget, outreach, and FLAS and Tinker Foundation competitions. She also serves as faculty advisor for a service learning project in Quito, Ecuador and teaches a follow-up course “Learning through Global Partnerships.” Brazil Initiative (BI) Program Manager Elizabeth Martins has 15 years’ experience in arts administration and cultural events production in Brazil and two decades of service at LACS. She organizes academic and cultural exchanges, outreach, and overseas partnerships for the BI. Indigenous Languages Program Coordinator Howard Tsai holds a Ph.D. in Anthropology from UM and coordinates the indigenous languages and summer Cusco programs (*pg. 35*). In addition to Tsai’s administrative functions (20 hrs/wk), he teaches 3 LACS courses per year. LACS also benefits from the services of many professional staff who work with all UM NRCs (*Appendix 1*).

UM provides professional development opportunities for faculty and staff. In the College of Literature, Science, and the Arts (LSA), where many LACS faculty are based, newly hired tenure-track faculty receive min. \$35,000 in research funds; all LSA faculty receive modest annual research funds and can apply for supplementary departmental funding. Additional research funding, from grants of a few hundred dollars to large grants offering 1 year of paid leave, is available through sources like the UM Institute for the Humanities, M-Cubed, II, LACS BI,

and the Institute for Research on Women and Gender. Assistant professors receive min. 1 term of paid leave prior to tenure; Associate Professors receive funds for research and/or to buy out teaching obligations, and tenured faculty receive 1 term of sabbatical leave after every 12 terms of campus service. While many research opportunities provided to tenure-track faculty are open to lecturers, some are earmarked for them, like the Lecturers' Professional Development Fund.

Pedagogy training, evaluation, and consultation is provided to all faculty through the Center for Research on Learning and Teaching (CRLT), including more than 200 specialized courses on classroom management, diversity, the science of learning, and the use of technologies. CRLT, the Language Resource Center (LRC), the Honors Program, the Media Center, the LSA Instructional Technology Committee, the Sweetland Writing Center and LACS provide competitive funding opportunities for pedagogy innovation and course development. LACS faculty regularly take advantage of these opportunities.

Staff receive professional development and learning opportunities from a number of sources. The Office of Human Resources Development offers a full range of professional development courses, and the II and LSA offer stipends to cover the costs of specialized training. LACS supports center staff with funding for professional travel to attend and present at domestic and international conferences or workshops (*Table D1, pg. 25*).

The University of Michigan values and rewards teaching, ensures that students are offered numerous opportunities to undertake individual research under faculty supervision, and promotes mentoring relationships for students to excel. Most tenure-track faculty teach 3-4 courses per year, depending on department or school, and the university as a whole boasts a 15:1 student-faculty ratio. Full-time UM lecturers generally teach 4-6 courses per year, according to the terms of their union-negotiated contract. All faculty hold regular office hours for advising and

supervising theses and dissertations, including LACS Honors Theses. As one indicator of LACS faculty commitment to teaching and mentorship, 6 LAC faculty have been named Arthur F. Thurnau Professors, a recognition of outstanding contributions to undergraduate education.

The II employs 5 full-time academic advisors who counsel LACS and other NRC students on program requirements, assist them in identifying and applying for international funding opportunities, and support curricular and program coordination.

B2. Staffing and Oversight Arrangements: Our well-trained and highly motivated staff and our deeply involved LACS faculty are more than adequate to handle our diverse outreach and administrative tasks. Additional staff members within LACS' administrative home of the II support our operations through IT services, communications and publicity, financial services, human resources, and financial oversight, among other services. This staffing level is further enhanced by shared resources within LSA for accounting, study abroad programming, and technical support for events and distance-learning courses. LACS faculty sustain our outreach efforts such as by serving as speakers and co-designing curricular materials.

The LACS Advisory Board provides Center oversight on curriculum, programming, and outreach. This Board is composed of tenured faculty from a range of fields; currently this includes faculty from American Culture, History, Latina/o Studies, Law, Obstetrics and Gynecology, the Residential College (RC), RLL, and Women's Studies. The Advisory Board consults regularly with the LAC Librarian to determine acquisition priorities and select recipients of the LACS Library Residency grants.

B3. Non-Discriminatory Employment Practices: UM's commitment to diversity, equity, and inclusion is central to its mission. It prohibits any form of discrimination on the basis of race, color or national origin, gender, disability, age, religion, sexual orientation, gender identity or

gender expression, veteran status, height and weight, marital status, or genetic information. It seeks to create a community where people's differences contribute to learning and advancements in all fields of study. To this end, UM has launched several campus-wide initiatives for the recruitment and retention of staff and faculty from groups that have traditionally been underrepresented. In 2016, UM institutionalized its commitment to strengthening inclusivity by launching the Diversity, Equity and Inclusion (DEI) Initiative, appointing a Vice Provost for Equity and Inclusion, and adding 14 dedicated diversity professionals across campus. LACS is equally committed to these principles of DEI. We help identify areas for targeted outreach so as to create diverse candidate pools for new hires, and work with other units to create a campus climate that facilitates retention of diverse faculty and staff and enriches the work we do.

CRITERION C: IMPACT AND EVALUATION

C1. Impact of LACS Activities: Table C1 offers indices of LACS' overall impact on the university, community, region, and nation. In AY 2016-17, 6,465 undergraduate students (UG) and 1,787 graduate students (G) enrolled in 295 non-language LAC classes in 153 subject areas, of which 160 classes had 100% LAC content. Of these, 261 were highly specialized 300-level, 400-level, or graduate courses. In this same period 5,050 UG and 106 G enrolled in LAC language courses; 355 of these were in courses at the level of year 3 or higher. Since 2014, 369 majors in International and Comparative Studies (PICS) graduated with coursework in Spanish language while 13 graduated with coursework in Portuguese. Another 289 PICS students are currently studying Spanish and 13 Portuguese, making LAC languages the most important gateway for international studies training at UM. At the graduate level, 64 students defended dissertations on LACS topics in 2014-17, 20 of which were in either professional or STEM schools, and 15 of which were initiated with FLAS fellowships. From 2014 to 2017, LACS

Table C1: Impact Summary	
Impact on University	
Non-Language Enrollments (2016-17)	8,252
Language Enrollments (2016-17)	5,156
Students who participated in study, work, or volunteer programs in LAC (2016-17)	1035
Graduating Majors (2014-17)	19
Graduating Minors (2014-17)	17
Graduating seniors who took 15 or more credits of LACS courses (2014-18)	749
International and Comparative Studies graduating majors & minors w/ LAC coursework (2017-18)	161
Graduate Affiliates (current)	213
Dissertations defended on LACS topics (2014-17)	64
Dissertations (2014-17): Humanities and Social Sciences	44
Dissertations (2014-17): STEM and Professional Schools	20
Newly developed or enhanced courses (2014-18)	17
Visiting faculty (2014-18)	13
Workshops, lectures, and other campus events (2014-18)	121
Impact on Community and Region	
Outreach Events (2014-18)	42
Other Outreach Efforts	§ I
National Impact	
Faculty Publications (2014-18): Books	31
Faculty Publications (2014-18): Peer reviewed articles	219
Faculty Awards, National (2014-18)	76
Placement	§C5, §C6
National MSIs outreach: UM-UPR events and professional/curriculum dev. activities (2014-2018)	12
New LAC curriculum/courses created/revised through LACS outreach with MSIs/CCs (2014-18)	51
National and Global Impact through LACS Website, Publishing, and Social Media Platforms	
Website (# site visits from July 1, 2016 - June 30, 2017)	21,659
UM-UPR Outreach Collaboration Website (# site visits from July 1, 2016 - June 30, 2017)	2,318
Translating the Americas (# of site visits since July 1, 2016)	22,131
Translating the Americas (# of PDF downloads from over 50 countries)	590
YouTube channel (# of total video views since 2012)	4,748
SketchFab 3D Peruvian Pottery site (# of views since Sept. 2017)	200
Facebook (# of current followers/likes)	853
Twitter (# current followers)	181
LACS Bulletin Listserv (# current subscribers)	670
II Newsletter Listserv (# current subscribers)	1596

offered 163 public and K-16 outreach events and reached an audience of 27,419 attendees (*pg. 44*). Post-event surveys have been overwhelmingly positive in regards to relevance of topics covered, and the quality and time for discussion with engaging and diverse speakers.

C2. Response to National Needs and Public Information: LACS activities meet areas of national need as identified by ED. LACS teaches priority and LCTL languages, offers degree programs in priority languages, area studies, and international studies, and works to create an informed citizenry with respect to our closest neighbors. LACS is central to UM's efforts to build linguistic proficiency and cultural competency in Spanish. We provide high-quality instruction in 3 LCTLs: Quechua, Portuguese, and Nahuatl, and we will add Yoruba in AY 2018-19. To support these language programs, we have built rich intellectual and cultural environments in Brazilian, Andean, Caribbean, and Mexican studies. We are proud of our efforts to expand the dissemination of information beyond the university through extensive K-16 and public events. Since 2009, over 500 teachers have attended WHaLI, impacting more than 55,000 students in Michigan. 83% of WHaLI participants who responded to our most recent survey (36% response rate) reported using materials from the workshop in their classrooms and 87% shared materials with others. We are also proud of the increasing national and international profile of our outreach efforts. The LACS and UM-UPR collaborative website feature free and public resources and has been visited nearly 24,000 times just in 2016-2017 (*Table C1*).

C3. Accessibility and Inclusion: UM is committed to making higher education accessible to all. Several campus-wide initiatives have been developed for the recruitment and retention of high-quality UG students from diverse backgrounds. These efforts include targeted pipeline and bridge programs for students from historically underrepresented groups, such as Wolverine Pathways, a supplemental educational program for entering 7th-10th grade students in certain

school districts, and “Transfer Bridges to the Humanities,” an effort to facilitate the transfer to UM of humanities majors from Community Colleges across Michigan. The first phase of this program involves Henry Ford College in Dearborn, a Title III/IV-eligible MSI. Additionally, UM offers free tuition to Michigan students with a family income below \$65,000/year.

UM’s 2015 DEI Initiative (*pg. 16*) builds on the university’s commitment to diversity and inclusivity, for faculty, staff, and students alike. Students participate in UM’s DEI efforts in formal and informal ways, including through the DEI Student Advisory Boards. Student-focused DEI projects include the construction of a new, centrally located building for the Trotter Multicultural Center, the former Black student cultural center that has expanded its mission to enhance multicultural awareness across campus. The Rackham Graduate School (Rackham) has made significant progress in its efforts to attract, recruit, and retain a highly qualified, diverse graduate student community, as evidenced by the fact that UM is the only institution that ranked in the top 12 for doctorates awarded in each U.S. minority group from 2012 to 2016 (source: NSF Survey of Earned Doctorates). Much of this success is owed to the long-standing Rackham Merit Fellowships (RMF) program, which offers financial assistance to outstanding graduate students who might not otherwise have access. Originally for doctoral students, the RMF program has expanded to include fellowship opportunities for Masters-level students, including those in professional schools. To further strengthen these efforts, Rackham has hired its first MSI coordinator to assist with the strategic development of partnerships between UM and other MSIs.

UM’s Office of Services for Students with Disabilities (SSD) offers year-round, free services to all students with disabilities. This includes accommodation for students eligible to receive extra time for exams or a distraction-free testing environment, for which UM provides dedicated testing facilities. In these and other ways, SSD assists students in negotiating barriers

to their education and ensures equal access to university programs, activities, and facilities; it also promotes increased awareness of disability issues within the university community.

LACS shares the commitment to reduce disparities in higher education. With the II, we follow strategies for purposeful student body diversification. For example, we build strategic partnerships with schools that serve predominantly minority populations and with multicultural professional associations and student groups to create a talent pipeline for diverse candidates.

C4. Evaluation Plan and Use of Recent Evaluations:

Table C2: LACS Evaluation Plan 2018-22	
Guiding Evaluation Questions	
1. To what extent has LACS increased access of MSIs, community colleges and K-12 teachers to professional and curriculum development opportunities with LAC-specific content and materials regionally and nationally?	
2. How likely are teachers to use the area studies content/materials in their classrooms? What challenges and supports exist for teachers to use their new knowledge and how can LACS better support access to and use of LAC content and materials?	
3. How effective are the strategies for outreach to minority serving institutions, community colleges and K-12 teachers? How can they be strengthened?	
4. To what extent and in what ways has LACS served as a resource by disseminating national need LAC materials to educate the public regionally and nationally? How can dissemination strategies be strengthened?	
Data Collection Methods	Data Collection Goals
<i>Mixed methods to collect quantitative and qualitative data and include:</i>	<i>Methods were selected to:</i>
1) post-activity evaluation forms designed to obtain preliminary outcomes and feedback annually; 2) retrospective follow-up surveys in Ys II and VI will document longer-term outcomes; 3) classroom observation and interviews in year I; 4) content analysis of lesson plans in Ys II and IV will provide additional insights; 5) key informant interviews; and 6) FERA will engage the NRCs in a facilitated data interpretation process to develop recommendations to strengthen their work.	1) document outcomes/PMFs; 2) provide feedback that can be used to strengthen NRC activities focused on minority serving institutions, community college faculty, and K-12 teachers; and 3) highlight contextual factors that may affect successful outcomes.

LACS has institutionalized evaluation as a constitutive part of its operations, including public events and K-16 teacher training workshops. Both in the current grant cycle and going forward,

LACS and the other UM NRCs work with external consultants from Formative Evaluation Research Associates (FERA), a 100% woman-owned Michigan-based evaluation team (DUNS #083426965) (*BL 52*). FERA brings over 45 years of experience conducting high quality evaluations with nonprofits at local, national and international levels. Together, LACS, FERA and other NRCs have developed specific, measurable, achievable, realistic, and time-bound (SMART) outcomes that are measured through the evaluation data methods listed in Table C2. Performance Measures (*Appendix 3*) align these outcomes with program activities, quantifiable data indicators, measurement timing and data source.

LACS has responded to evaluation data in ways that have improved our programming and outreach, such as by including more time for guided break-out sessions in teacher training workshops in response to participants' suggestions that they begin the creation of lesson plans while in direct dialogue with other workshop participants and facilitators. Evaluations from local teachers also led us to conceive of our proposed Summer Institute in San Diego and Tijuana, Mexico, as Michigan teachers articulated their need for content around LAC migration that directly impacts their students, communities, and teaching practices. And focus group data from the UM-UPR Symposium led to our new collaboration with CEDER (*pg. 5*) In addition to our work with FERA, the Collaborative Outreach Coordinator (*BL 6*) works closely with NRCs, FERA, and institutional partners to assist Centers in implementing changes in a timely manner. Finally, we have made use of a comprehensive self-study in 2008, an external review in 2010, and data collected for past NRC annual reports to identify areas for improvement. The 2010 study focused on internationalization, and implementing its recommendations has dramatically increased the number, variety of, and student access to, international experiences (*Table C1*). In response to that review, LACS secured over \$117,000 from internal and external sources (e.g.

Rackham, Tinker Foundation) in the last 5 years for graduate student field research grants.

Our FLAS evaluation plan will track internal goals aligned with ED measures for ensuring success. Evaluation questions and measurement instruments are listed in Table C3 and show our ambition to broaden access to FLAS, especially for students from diverse backgrounds, to measure the reach of our FLAS program, and to understand potential barriers.

Table C3: LACS FLAS Evaluation Plan 2018-22	
<i>Overarching question: To what extent has UM's language and area-studies training contributed to improved supply & diversity of Latin America specialists?</i>	
To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using LAC language & area studies skills?	
1. How do placement rates evolve over time?	1. FLAS tracking survey (II, every four years, §C5)
2. How effective are efforts to increase placements?	2. II-wide comparative analysis of shared and Center-specific efforts, using placement data and additional data from exit & follow-up surveys.
3. Which interventions are most effective and serve as best practices? How can overall efforts be improved?	
To what extent do students, particularly professional or stem students &/or those traditionally underrepresented or who have need, further language acquisition through enrollment in advanced LAC language classes?	
1. How many students from diverse backgrounds and programs receive FLAS fellowships? How does proficiency improvement evolve over time, broken down by language skill?	1. Annual review of FLAS recipient records, student language proficiency test scores reported in IRIS.
	2. Increased STEM and professional school linkages. Collaboration with the Language Resource Center to determine best practices from pilot projects establishing learning goals for all UM language courses.
2. How can these efforts be improved?	
What are the barriers to apply for students who started a FLAS application, but did not submit it?	
1. What reasons are given by students who start but don't finish a FLAS application? What role is played by factors such as timing of hearing about FLAS, channel for hearing about FLAS, availability of faculty for language evaluation and recommendation, other?	1. Administration of survey about FLAS application process about student experience, at 1 week post-deadline, including all students who started the application, w/specific questions about non-submission (FLAS coordinators, yearly).
2. How can potential barriers be addressed?	2. II-wide comparative analysis of shared and Center-specific efforts, using yearly app data.

C5. Placement of Graduates: LACS Graduates of UM use their LAC training to address national needs in a variety of areas. In a 2018 survey of all FLAS Fellows and graduate certificate recipients who graduated within 15 years, 94% of LACS respondents said they are currently pursuing careers in government, education, business, or nonprofit sectors. Overall, 74%

of respondents reported using their language skills in their current jobs and 73% their area studies skills. Over the past NRC cycle, at least 17 LACS students took up positions in federal government agencies, and LACS is committed to increasing the numbers of students with similar placements. In the 2017-18 academic year, UM groups held over 20 events with representation from U.S. Federal agencies, educational institutions and non-profits, while the II organized career events with representatives from the State Department, business, and STEM fields.

C6. Improving Supply of LAC Specialists: UM is a major producer of LAC specialists.

Notable UG placements include a Social Development Officer with the Bureau of Western Hemispheric Affairs, a Senior Knowledge Management Specialist at the Inter-American Development Bank, a Foreign Service Officer, a tenure-track faculty member at Brown University, and the Communications and Public Affairs Manager for Indigenous Rights and the Environment at Amazon Watch. Graduate certificate placements include placements in private or non-profit sectors (e.g. High-Tech Anthropologist at Menlo Innovations, El Salvador Program Officer at the Millennium Challenge Corporation), faculty positions (e.g. Wellesley College, UPR, Stony Brook University); and UM leadership positions (e.g. Assistant Director within the Center for Socially Engaged Design at the College of Engineering). Hundreds of students graduating with LAC-related Ph.D.s now hold prestigious tenure-track positions at US universities or work in the US government. Notable LACS Ph.D.s are working in the Research and Policy Division of the Office of Child Labor, Forced Labor, and Human Trafficking (U.S. Department of Labor) and in the Cultural Heritage Center (U.S. Department of State).

C7. FLAS Fellowships and National Needs: Of the 176 FLAS awards made over the last 4 grant cycles, 156 have supported students studying priority languages (Portuguese and Quechua); 6 have supported Nahuatl (4 in this most recent cycle), and 10 have supported study of LCTLs

through other programs (8 Haitian Creole and 2 K'iche' Maya). A final 4 supported professional school students studying Advanced Spanish. In this cycle 100% of requested FLAS fellowships will be awarded to LAC LCTLs (Portuguese, Quechua, Nahuatl, Yoruba) and for the study of languages or world regions of national need (Portuguese, Quechua, and Yoruba are priority languages, and Mexico and Central and South America are designated areas of national need).

CRITERION D: COMMITMENT TO LATIN AMERICAN & CARIBBEAN STUDIES

D1. Extent of Financial and Other Support:

- **Center Operations:** UM has long supported the study and teaching of Latin America and the Caribbean, hiring scholars of Latin America and organizing formal exchange programs between UM and Latin American institutional collaborators since 1930. UM established LACS in 1990 and launched the BI in 2013 with a \$1.2 million grant from the Office of the President.

In 2016-17, UM provided \$32,664,130 in calculable support to LACS programs, faculty, and staff (*Table D, Line 26*). This included \$392,677 in direct support for center operations. LACS also benefits from a \$480,000 balance remaining on the initial grant to the BI. These funds support expansion of research partnerships, instruction, and outreach on Brazil as a cornerstone of our engagement with LAC as a whole. Not included in these figures, but of deep significance for center operations, is the \$49 million renovation of Weiser Hall, and the 2017 relocation of LACS and the II to this state-of-the-art, 10-story building on central campus, wherein every floor is fully accessible for those with disabilities. In Weiser Hall, LACS has exclusive use of office space and shared use of eleven event/meeting rooms, all outfitted with the latest in audio-visual equipment including projection, sound, live-streaming, recording, and video-conferencing. These spaces are staffed by on-site technicians from Instructional Support Services. In addition, UM offered substantial *indirect* operational support by means of disbursements to units that

Table D1: Institutional Financial Contributions for LACS at UM, 2016-17		
	Support for LACS Center Operations	
1	LACS Staff Salaries & Benefits	\$363,281.06
2	Operating Budget	\$4,250.00
3	LACS Brazil Initiative	\$22,946.00
4	LACS Staff Professional Development Funds	\$2,200.00
5	Center Support Sub-Total	\$392,677.06
	LAC Area and Language Teaching Staff and Resources	
6	Area Faculty Salaries & Benefits	\$21,923,467.00
7	Language Faculty Salaries & Benefits	\$2,525,500.00
8	Faculty Research Funding	\$473,600.00
9	Language Resource Center Salaries & Benefits	\$19,414.00
10	Language Resource Center LAC Room & Facilities Usage	\$7,455.00
11	UMMA Outreach Staff	\$3,871.05
12	Teaching Staff and Resources Subtotal	\$24,953,307.05
	LACS Library Resources	
13	LACS Library Staff Salaries & Benefits	\$156,346.00
14	LAC Collection Acquisitions - monographs and periodicals \$E	\$179,337.00
15	Electronic Resources	\$19,811.00
16	Library Resources Subtotal	\$355,494.00
	Student Support UG=undergrad, G=grad	
17	LACS Graduate Fellowships (N=37) G	\$21,000.00
18	LACS FLAS Fellowship Supplement (tuition, health insurance) (N=8) UG, G	\$22,632.00
19	LACS Alfredo Gutierrez Dissertation Award (N=1) G	\$16,000.00
20	Graduate Student Instructorships (N=480 one-term awards) G	\$5,019,525.00
21	II Int'l Summer Research and Conference Travel fellowships (N=28) UG, G	\$50,975.00
22	Rackham Merit Fellowships (to support graduate diversity) (N=36) G	\$518,294.00
23	Rackham fellowships and grants (N=182) G	\$790,594.00
24	Departmental summer fellowships, research and travel grants (N=58) UG, G	\$523,632.00
25	Student Support Subtotal	\$6,962,652.00
26	Total UM Institutional Support to LACS	\$32,664,130.11

collaborate extensively with LACS on language instruction, specifically RLL and the RC, and to units that have specific LAC-related programs, such as the LRC, the Center for Global and Intercultural Study (CGIS), and the International Center.

- **Teaching Staff:** UM invests significantly in LACS teaching staff; area and language faculty salary and fringe benefits in 2016-17 amounted to over \$24 million (*Table D1, Lines 6-7*). UM also supports LACS-related faculty and Graduate Student Instructor (GSI) research, travel, and curriculum development projects. This totaled approximately \$473,600 last year, not counting

faculty research funds for recruitment and retention and administrative work (*Table D1, Line 8*).

• **Library Resources:** UM's library holdings of LAC-related materials are vast and continue to grow. In 2016-17 UM provided \$355,494.00 for staff and LAC acquisitions (§E).

Table D2: Sample Linkages with LAC Institutions (1-2 examples per country only)			
Country	Institution	UM Unit	Relationship
Argentina	Universidad de Buenos Aires	RLL, CGIS	UG
	Universidad de San Andres	Ross	PS
Brazil	Universidade Federal, Rio de Janeiro	CGIS, RC, LACS/BI	UG, STEL, JC, CR
	Universidade de São Paulo	Med, Arch/Urban Plan, Hist/BI	G, PS, FE, CR
Chile	Universidad de Concepción, Chile	Engineering	UG, G
	Universidad de Chile	RLL, CGIS	UG
Colombia	Universidad Autónoma del Caribe	Law	HTC
C. Rica	INCAE School of Business	Ross; Ford	UG, G, PS, VS
Cuba	Universidad del Pinar del Rio	Ross; SEAS, Ford	UG, G, PS, VS, CR
Ecuador	Pontifica Universidad Católica, Ecuador	LACS, Nursing, Med, SPH	UG, CR
	Universidad Central de Ecuador	SSW	G, PS, CR
Haiti	Faculté des Sciences Infirmières de l'Université Episcopale d'Haïti	Nursing	FE, CR, VC
Mexico	National Institute of Health	SPH	UG, CR
	Universidad de Sonora	SNRE	G, R
Peru	Centro Tinku	LACS, CGIS	UG, G
	Universidad ESAN	Ross	G
Legend: UG: UG Education Abroad; G: Graduate Education Abroad; PS: Professional Student Education Abroad; CR: Collaborate Research; FE: Faculty Exchanges; JC: Joint courses; STEL: Short-term experiential learning course site; HTC: Human Trafficking Clinic; VS: Visiting Scholars; VC: Virtual Clinic Placements			

• **Linkages with Institutions Abroad:** LACS and its faculty have built extensive linkages with institutions in Latin America that facilitate student education abroad opportunities, short- and long-term faculty and student exchanges, joint conferences, and collaboration on publications and research projects. UM has supported these linkages in multiple ways, from authorizing university-wide Memorandums of Understanding with multiple institutions, to providing financial support for student exchanges, collaborative events, and research. As one example, through LACS' relationship with the Instituto Oswaldo Cruz (Fiocruz) in Brazil, we co-organized a conference on Health Innovation in the Americas in Detroit in 2016; published the

results in a special issue of *Cadernos de Saúde Pública*, Brazil's premier public health journal, in 2017; hosted two Fiocruz faculty for year-long residencies at UM in 2017-18; brought several Fiocruz experts on Zika to UM in 2016 and 2018 to speak to current research efforts to combat it; and coordinated Fiocruz affiliations for UM graduate students doing relevant field research in Brazil in 2017. Alongside LACS efforts, various UM units support institutional linkages in LAC.

- **LACS Outreach Activities:** UM directly supports LACS outreach activities, paying all of the salary of the .7 BI Program Manager and half the salary of the 1.0 LACS Program Manager, who both work with other staff to implement outreach projects. In addition, UM provides in-kind support, such as facilities for outreach events, and professional expertise of faculty and graduate students. Our faculty regularly contribute time to LACS outreach programs and are responsive to media, business, non-profit, and other professional organizations which seek expertise.

- **Qualified Students in LACS-Related Fields:** UM recruits impeccably qualified students into its undergraduate, graduate, and professional programs. LACS has 213 current graduate and professional school affiliates. 64 dissertations on LAC topics were defended at UM 2014-17 across 20 academic disciplines and 5 professional schools. LACS UG and graduate students are successful in national competitions such as Fulbright, Fulbright-Hays, and the Social Science Research Council. As one example, 23 LACS affiliate students received Fulbright Fellowships to LAC in the last 4 years. UM provides support to LACS UG through II Individual Student Fellowships (ISF) study abroad scholarships, and departmental grants (*Table D1, lines 18, 21, 24*). The II Experiential Learning Fund (ELF) supports faculty-led group travel programs incorporating experiential education abroad into LAC courses. UM provides robust support to LACS graduate students (*Table D1, lines 17-28*). Most Ph.D. students receive UM fellowships that include tuition, fees, medical insurance, and living expenses for 5-6 years. In 2016-17,

LACS and UM supported 480 GSI fellowships in LACS courses and 350 UG and Graduate LAC research, study, and internship grants for a contribution of nearly \$7 million (*Table D1, line 25*).

CRITERION E: STRENGTH OF THE LIBRARY

E1a. Library Holdings and Financial Support: The University of Michigan Library is one of the largest research collections in the country. Its holdings number more than 12 million volumes and over 8 million microform, map and multimedia units. Holdings directly related to LACS total more than 225,000 in English, Spanish, Portuguese, and other languages. Spanish-language titles in all disciplines total 326,234; Portuguese-language titles in all disciplines total 45,858. In response to a sustained interest in LACS at UM, this collection has grown steadily (avg. annual rate over 2%). The LACS collection spans many disciplines, particularly in the humanities and social sciences. Notable areas include Andean, Brazilian, Cuban, Caribbean and Mexican Studies, and colonial history, while recently our collection has grown to emphasize topics of race, ethnicity, and gender as they play out in the region. Literary works constitute another strong component, representing all countries, historical periods, and genres, including texts in indigenous languages. Where available, the UM Library purchases research material in electronic format, including indexes such as the *Hispanic American Periodicals Index* and digital primary source collections such as *Confidential Print: Latin America*, as well as numerous bibliographic databases, e-journals, and ebooks. The Special Collections Library contains several important LAC collections such as the *Cuban Handmade Books Collection* (151 titles) and the *Labadie Collection* of social protest materials. The William L. Clements Library is rich in rare books and manuscripts and offers research materials on the colonial history of the Americas, including 51 Caribbean, 28 Mexican, 10 Central American, and 18 South American collections. The UM professional schools have their own libraries with relevant holdings not included in the

figures above. The Law Library boasts one of the five best LAC law collections in the country, including primary materials (national codes, treaties, court reports, legislation). The Kresge Business Library holds a premiere collection of materials on economics, politics, social developments, and corporate and industrial information. The Askwith Media Library has the complete holdings of the *Latin American Video Archives*. Additional LACS collections and data sets are held at the Population Studies Center, the Institute for Social Research, the Interuniversity Consortium for Political and Social Research, and the Stephen S. Clark Library, which has more than 55,000 LAC maps. The Gerald Ford Presidential Library on the UM campus contains a wealth of resources on U.S.-Latin American relations during his presidency.

LACS subject librarian Alvarez is supported by an ancillary staff of subject specialists and part-time cataloguers, a commitment of more than \$200,000 in salary and benefits, not including staff from professional independent libraries. The Library's allocations for LAC acquisitions total \$130,000 annually, not including those of the Kresge Business Library, the Clements Library, and the Law Library. In addition to the allocated funding, the Library contributes a portion of its general and trust funds to support LAC acquisitions: in FY2017, the Library spent over \$50,000 for LAC electronic resources such as *Digitalia Hispanica* (collection of ebooks and e-journals), *Cuban Cinema Collection* (streaming video) and *Brazilian and Portuguese History and Culture: The Oliveira Lima Library* (digitized collection, 19th/early 20th century pamphlets).

E1b. Commitment to shared resources: The Library is open to the public, making all resources accessible to anyone who visits UM, regardless of affiliation. The Library is committed to providing access to free LACS online resources through local catalog records. Access to LACS materials, held locally and at other institutions, is supported by a wide variety of catalogs and indexes in all formats. Mirlyn, the Library's comprehensive online catalog, and HathiTrust

Digital Library, developed by the Library, are available worldwide. LACS visiting researchers, students, and scholars (including visitors from overseas and nearby institutions) enjoy full library benefits, including off-campus access to digital materials. Through the LACS Library Residency program, faculty at UPR receive access to UM Library resources through on-campus residencies. Faculty and graduate students at UM, Michigan State University, and Wayne State University have reciprocal borrowing privileges through the Michigan Research Libraries Triangle, making UM Library a regional resource. In addition, UM Library participates in the Big Ten Academic Alliance UBorrow service that offers rapid access to materials from the collections of 15 university libraries in the Midwest and the Center for Research Libraries (CRL). UM Library is one of the top lenders in the national interlibrary loan network. Through the CRL and the Online Computer Library Center, UM researchers can access wide-ranging national and international collections including LACS newspapers, archival materials, and foreign dissertations.

UM Library participates in many cooperative projects that build resources and expand access to LAC materials on campus and worldwide. The Library is a participant in the Center for Research Libraries' Latin American Microfilm Project for filming and digitizing at-risk LACS research collections. Our membership in the Latin Americanist Research Resources Project (LARRP) provides access to a database of more than 300 LACS journals; LARRP's Cooperative Collection Development program seeks to build a strong shared collection of LACS materials nationally. As a member of the Midwest Organization of Librarians for Latin American Studies, the Library coordinates information sharing and collection development projects with regional peer institutions. The A. Alfred Taubman Health Sciences Library (THL), one of the largest medical libraries in the country, provides users with access to over 213,000 e-books in biomedical sciences through the library's membership in the Committee on Institutional

Cooperation. The THL supports access to over 320 databases relevant to the health sciences, and THL staff have been critical for work on LAC and global health projects, including LACS outreach efforts (*pg. 45*). These resources reflect the current state of knowledge and practice as well as preserve a record of cultural and scientific development in the health sciences.

CRITERION F: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F1. Quality and Extent of Course Offerings in a Variety of Disciplines and Professional

Schools: UM offers non-language LACS area studies through 24 departments and 9 professional schools, taught by an internationally-recognized faculty. A total of 295 non-language classes on LAC area topics were offered in 2016-17 with enrollment totaling 6,465 undergraduate and 1,788 graduate students (*Table F1*). Of these, 160 classes included 100% area content, and 54 classes were in the professional schools. Introductory courses to several disciplines introduce LAC from within a comparative framework, such as Political Science (Poli Sci 140: Introduction to Comparative Politics) and Cultural Anthropology (Anthro 222: The Comparative Study of Cultures). Many UM departments also offer one- or two-semester surveys entirely on LAC (*Table F2*). We also offer a great number of courses on specialized LAC themes, while our faculty regularly develop new courses on contemporary topics, such as Anthropology 458: Environmental Health and Inequity in Mexico City. At the graduate level, many of our courses additionally offer training in the region from a transnational perspective, such as Art History 689: Art, Nation, and Identity in the Americas, and History 691: Studies in Latin American and Caribbean History, Transnational and Hemispheric Approaches.

Professional school students are able to register for LAC courses from any school or department on campus, while the professional schools also offer their own courses with LAC content and often with LAC travel and professional experience too. In AY 2016-17, 9 UM

Table F1: Non Language LAC Courses, Faculty and Students, 2016-17							
	≥25% LAC Content		100% LAC Content		Enrollments		
LSA	Courses	Faculty	Courses	Faculty	UG	G	Total
Afroamer & African Std	14	17	6	5	456	14	470
American Culture	10	9	3	2	150	17	167
Anthropology & Arch.	19	20	9	10	652	24	676
Art History	4	4	1	1	28	6	34
Comparative Literature	1	1	0	1	16	0	16
Economics	4	4	0	1	58	13	71
English Lang. Institute	1	3	0	1	17	0	17
English Lang. & Lit.	5	6	2	2	109	0	109
Environment	0	1	0	1	0	0	0
French	0	1	0	1	0	0	0
Geography	1	2	0	1	551	0	551
History	21	22	8	10	379	72	451
Interdisciplinary Stud.	1	1	0	1	22	0	22
LACS	7	8	6	7	48	3	51
Latino/a Studies	3	2	1	1	17	1	18
Linguistics	1	1	1	1	0	2	2
PICS (Int/Compar Stds)	3	3	1	1	186	0	186
Political Science	9	16	0	1	1218	20	1238
Portuguese	2	2	2	2	2	7	9
Residential College	8	7	5	5	125	0	125
Screen Arts & Cultures	3	3	2	2	35	4	39
Sociology	2	1	0	1	42	9	51
Spanish	50	29	42	26	735	81	816
Women's Studies	1	1	0	1	49	0	49
Professional Schools	# of Courses	# of Faculty	# of Courses	# of Faculty	UG	G	Total
Architecture	5	6	1	2	22	53	75
Business	32	37	8	5	624	1321	1945
Engineering	4	15	1	1	349	12	361
Law	2	2	0	0	0	16	16
Music, Theater & Dance	5	4	3	3	127	0	127
Nursing	5	5	2	1	232	33	265
Public Health	3	3	0	0	0	46	46
Public Policy	1	1	0	0	26	0	26
Social Work	2	2	0	0	0	33	33
Study Abroad	66	1	56	N/A	190	0	190
Total	295	240	160	97	6465	1787	8252

professional schools offered 59 courses with significant LAC content, much of this via study abroad, the result of UM's concerted efforts to internationalize professional education (*Table F1*). As just one example, the Taubman School of Architecture and Urban Planning offers various LAC-area courses, including a capstone course taught by Ana Paula Pimentel Walker in which Master's students travel to Porto Alegre and São Paulo, Brazil to co-develop strategies

with informal dwellers to improve lives in favelas. In 2016, Professor Walker and two student teams received a Dow Sustainability Distinguished Award of \$37,500 and a Ford Motor Company College Community Challenge grant of \$25,000 to implement their recommendations.

F2. Extent of Interdisciplinary Course Offerings: UM prides itself on its commitment to interdisciplinary teaching and research and has long made it a common practice to formally appoint faculty to 2 or more departments or schools and to support numerous interdisciplinary and interdepartmental degree programs. This ethos is manifested in course offerings, where many classes were designed as interdisciplinary in content and approach, and numerous classes are cross-listed with more than 1 department. Of 296 LAC-content courses offered in 16/17, 27% were cross-listed with at least 1 other department, and several were cross-listed with 2 or more.

Table F2: Survey Courses on LAC					
Two-Semester Surveys			One-Semester Surveys		
History	347	Latin America: The Colonial Period	Anthropology	319	Lat. Amer. Society and Culture
	348	Latin America: The National Period	Archeology	284	Aztec, Maya and Inca Civs
Spanish	341	Intro: Colonial/Modern LA Culture	DAAS	202	Intro: Afro-Caribbean Societies
	342	Intro to Contemporary LA Culture	Spanish	381	Survey of 19th-20th C.L.A. Lit.
				476	Modern Latin American Poetry

F3. Non-Language Teaching Faculty and GSI Pedagogy Training: UM has sufficient LACS faculty to offer training in the disciplines and professions at all levels. UM currently employs 43 tenured and tenure-track non-language LACS faculty in 24 LSA departments and 13 professional schools (*Table B, pg. 12*). The normal teaching load for most faculty is 4 courses per year. LACS also benefits from the efforts of 11 full-time Clinical Professors and long-term Lecturers who have multi-year teaching contracts, and 3 short-term lecturers who are hired on an annual or per-course basis, many of whom have distinguished teaching and research profiles. Graduate Student Instructors (GSI) teach discussion sections of courses taught by regular faculty or lecturers. To complement our regular faculty and strengthen ties with overseas institutions,

LACS supports the hiring of distinguished visiting professors from LAC and elsewhere. For example, in 2016-17 Professor Gilberto Hochmann from Fiocruz taught a 6-week course on “Nature, Race and Space in the History of Health and Disease in Brazil.” LACS additionally supports the co-teaching of courses with LAC faculty partners via videoconferencing.

Pedagogical training for graduate instructors is a high priority for UM, and all UM GSIs receive a minimum of 20 hours of mandatory pedagogy training at three sites: the CRLT, the English Language Institute (ELI), and students’ individual departments. CRLT offers 9-hour GSI orientation sessions before each AY, numerous additional pedagogy sessions throughout the year, and one-on-one consulting and mid-term course evaluation services. ELI collaborates with CRLT to offer additional GSI training sessions for graduate students whose UG education was not in English. GSIs who are non-native English speakers must pass English proficiency testing and a 3-week English summer workshop before teaching. Many departments provide additional mandatory credit-earning pedagogy seminars, taught by experienced tenure-track faculty, and assign advanced graduate students to serve as peer mentors to new GSIs. Hiring of GSIs to staff LACS courses is handled through partner departments and programs, most of which require this specialized GSI training. Only rarely do GSIs have primary responsibility for LACS courses.

F4. Depth of Specialized Course Coverage: LACS course coverage is distinguished by a wealth of specialized and topics courses, including “gateway” courses at the 100 and 200 levels and increased offerings at the 300 and 400 levels. We offered 59 graduate-level LACS courses in AY 2016-17. We have particular depth in anthropology, history, and Spanish, closely followed by Afroamerican and African Studies, American Culture, and Business.

CRITERION G: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

G1. Extent of Language Instruction and Enrollment: UM supports comprehensive

performance-based instruction in 4 LAC languages: Spanish, Portuguese, Quechua, and Nahuatl, with concrete plans to add a 5th, Yoruba. The African Studies Center and the Department of Afroamerican and African Studies are providing the financial and administrative support for this new language offering, which will begin in AY 2018-19. Our current language programs adhere to American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines and provide intercultural competency in preparing students for research and work in LAC. Our language offerings abroad include a summer Quechua program at the Centro Tinku in Cusco, Peru, an academic-year-long Portuguese program in São Paulo, Brazil, and intensive Spanish programs of varying lengths in numerous LAC cities and Spain.

The LSA foreign language requirement is central to UM international education initiatives. All LAC languages satisfy this requirement. Spanish is the language most commonly chosen by UG, and is taught both by RLL and, in lesser numbers, by the RC. Enrollments in all Spanish sequences in 2016-17 totaled 5,004. RLL offers a Spanish major and minor, annually graduating 800+ students. LACS provides course development funding to RLL for specialized instruction for professional school students via the aforementioned SfP (SPAN 283), with sections in Spanish for Business, Medicine, or Social Work. In 2016-17, 75 students took SPAN 283. RLL also offers a full Portuguese sequence, an accelerated course for Spanish speakers, and an intensive language summer program in São Paulo; in 2016-17, 76 students enrolled in Portuguese classes.

LACS faculty and staff have worked tirelessly to build permanent capacity in our Portuguese language program. In 2013 RLL inaugurated a new minor in Portuguese; in 2018 LACS and the BI launched a Portuguese Language Scholarship for UG 1st and 2nd year Portuguese students; and in 2019 RLL will accept enrollments for a new major in Portuguese & Spanish. Portuguese language instruction both serves and benefits from our vigorous interdisciplinary intellectual

community around Brazilian and Atlantic Studies.

Our Quechua program is part of a strong Andean Studies research and teaching cluster, led by faculty in Anthropology, Archaeology, RLL, and History. The goal of the program is to provide the necessary skills for study and research through interactions with indigenous communities in Peru, Bolivia, Ecuador, and other Andean countries. In 2016-17, 10 students enrolled in Quechua: 8 graduate students and 2 UGs. LACS offers instruction in Nahuatl by means of its membership in a national consortium of universities that work to advance Nahuatl scholarship and revitalization in the US and internationally (*pg. 2*). With outstanding technical and logistical support of the LRC, LACS provides Nahuatl instruction via video-conferencing, collaborating with the U. of Utah to pool students so that one IDIEZ instructor teaches students from UM and Utah simultaneously. We have offered introductory Nahuatl instruction since 2012, and expanded to 3 levels in 2016. 6 UM students enrolled in Nahuatl in 2016-17.

G2. Levels of Language Instruction and Extent of Courses Taught in LACS Languages:

We offer all 4 languages with at least 3 levels of training. Spanish and Portuguese both have 4 levels: Elementary/Year 1 (Span 100, 101-2, 103 or RCLang 194; Port 101-2); Year 2 (Spanish 230, 231-232 or RCLang 294 or 314; Port 231-2); Year 3 (reading, writing, composition) (Spanish 277 or RCLang 324; Port 235); and Advanced (academic writing, linguistics, syntax, and literature/culture courses) (Span 300-800; Port 301-800). Nahuatl and Quechua are offered in a 3-level sequence: 2 semesters each of elementary (LACS 461-2; 471-2), intermediate (LACS 463-4; 473-4), and advanced (LACS 465-6; 475-476). Any of the Quechua levels may be taken on our Ann Arbor campus during the AY or during summer at the UM program in Cusco.

LACS has been a strong advocate for offering language study in courses beyond language, linguistics and literature. UM's Language Across the Curriculum (LC) program offers foreign-

language discussion sections within classes that focus on intercultural and global themes. RLL

Table G: Enrollment in LACS Language Courses AY 2016-17							
Language	Language Level				All Levels		Total
	Year 1	Year 2	Year 3	Advanced	UG	Grad	
Spanish	1100	3621	224	119	4979	85	5064
Portuguese	24	47	1	4	69	7	76
Quechua	3	2	5	0	2	8	10
Nahuatl	4	0	2	0	0	6	6
Total	1131	3670	232	123	5050	106	5156

has expanded its faculty in recent years to purposefully hire three historians (Alberto, Langland, Nemser), an

architect and art historian (León), and a scholar trained in Film Studies (Couret) in order to be able to offer advanced students of Spanish and Portuguese a wider spectrum of opportunities to use and think in the target language. Beyond LSA, other programs offer courses in Spanish, such as the School of Medicine course “Medicine in Spanish,” in which students learn Spanish medical terminology and cultural skills, like taking a full medical history, in a clinical setting.

G3. Language Faculty and Pedagogical Training: RLL and RC language courses across the 4 levels are amply staffed by a large team: 20 tenure-track faculty, 48 lecturers, plus GSIs for Spanish; and 3 tenure-track faculty, 1 lecturer, plus GSIs for Portuguese. The figure of 49 total lecturers represents a significant recent increase, following LSA’s decision in 2016 to lower the cap on section sizes for language classes from 25 to 18. Most of these lecturers have multi-year renewable contracts governed by an agreement with the Lecturer Employees Organization (LEO), and many hold doctorates and have active research interests. Quechua instruction is provided by Adela Carlos Rios (*pg. 1*), Lecturer II, and Nahuatl by IDIEZ instructors (*pg. 2*).

Highly trained supervisory teams oversee instruction and train teaching staff in current language pedagogy methods. A Director and Assistant Director of Elementary Language Programs (ELP) oversee a team of 7 experienced lecturers, with advanced degrees in literature or language pedagogy, who coordinate the Spanish and Portuguese language classes in RLL.

Several coordinators are active members of ACTFL and the American Association of Teachers of Spanish and Portuguese (AATSP). They mentor Spanish and Portuguese instructors; run a required week-long Instructor Orientation prior to the start of the Fall semester; conduct regular classroom visits; and review materials and student performance. Additionally, they organize professional development workshops on oral proficiency assessment, language acquisition, classroom technology, intercultural competency, and building writing skills in a foreign language. The Director of ELP, Stephanie Goetz, and RLL lecturer Olga Gallego, rotate to teach a graduate pedagogy seminar for all GSIs in RLL. In the RC, the Head of the Spanish Program, Olga López-Cotin, supervises language instruction and training. Our Quechua lecturer regularly attends indigenous language pedagogy workshops and has trained extensively in language instruction and preservation at Centro Tinku. IDIEZ provides training for Nahuatl instructors.

G4. Quality of Performance-Based Instruction, Resources for Language Teaching, and

Requirements for Language Proficiency: All RLL language classes use an instructional approach known as *communicative language teaching* aligned with ACTFL guidelines. This approach is well supported in pedagogical research as a highly effective method of language learning. It consists of a student-centered classroom, abides by the flipped classroom model, implies all instruction is delivered in the foreign language, and privileges interaction between students focusing on meaningful, real-life situations. In the communicative language teaching model, students are expected to study grammar and vocabulary at home and to use the class session as a workshop to practice and perform what they studied. As such, the instructor's focus in class is to have students *use* the language rather than present vocabulary or explain grammar.

Student proficiency is measured in a variety of contexts, depending on the course or sequence. In the 4-semester RLL Spanish and Portuguese sequences, assessments of the four skills

(reading, writing, listening, and speaking) are designed to guide students to the appropriate ACTFL level or higher to meet the UM foreign language requirement (*pg. 35*). LACS and Spanish UGs meet regularly with faculty advisors to assess progress towards language proficiency through review of their performance in advanced academic courses conducted in Spanish and Portuguese. RC measures Spanish written/oral proficiency in a comprehensive 4-hour final testing; 80-85% of RC Spanish students pass this rigorous exam and are then required to pass at least 1 upper-level seminar in Spanish. The performance-based goal of the Quechua sequence is to prepare students to carry out work or research in the Andean region; proficiency is assessed by Quechua-fluent faculty advisors who accompany students in the field and who contribute to supervising language instructors. At the highest level of Quechua and Nahuatl instruction, performance is assessed based on analysis of complex Quechua or Nahuatl texts, both colonial and contemporary, in which the analysis is conducted in the native language itself.

The LRC manages state-of-the-art language laboratories and offers multimedia workstations, audiovisual and recording stations, audio-video production services, satellite downlinks for customized teaching units and creative student projects, and teacher-training and classroom support services. It holds a large collection of multimedia and print instructional resources. LRC supports projects to integrate web technology and distance learning into Spanish and Portuguese courses and has developed a range of multimedia resources, including interactive versions of Spanish and Portuguese primary documents, films, and websites. Through LRC, elementary Spanish students interact via internet video-chat with students in Latin America and Spain. LACS has a growing collection of Quechua and Nahuatl pedagogical materials, including multimedia material, available to teachers and students of these languages.

All undergraduates taking Spanish, Portuguese, Quechua, or Nahuatl to satisfy their LSA 2nd-

language requirement must complete 4 semesters and earn a grade of C- or better in the final semester. To do so, students must be able to perform at a level equivalent to ACTFL level Intermediate Mid for speaking and writing and equivalent to Intermediate High for listening and reading. LACS and Spanish majors, PICS majors, RC Spanish majors, and LACS graduate certificate students must complete the equivalent of 3rd-year Spanish, Quechua, Portuguese, or Nahuatl, which requires a performance level equivalent to reaching ACTFL Advanced Low proficiency in speaking and writing, and equivalent to Advanced Mid in listening and reading.

CRITERION H: QUALITY OF CURRICULUM DESIGN

H1. Baccalaureate Degree Programs and Requirements: UG instruction in LACS has been incorporated into several baccalaureate degree programs that utilize the wide range of courses across campus. LACS offers its own major and minor and is a critical partner in the II-wide PICS major and minor, where students are required to choose a regional focus for both language and area studies training, and have opportunities to study, intern, and do research abroad. Between 2014 and 2017, 12 LACS majors, 9 LACS minors, 129 LACS-focused PICS majors and 17 LACS-focused PICS minors graduated with a BA or BS. In this same period, students in sister programs of Spanish and Portuguese at RLL completed courses of study that included considerable LACS content, leading to the graduations of 2,982 Spanish majors and 1,219 minors, and 33 Portuguese minors. As noted earlier, RLL will add a new major in Portuguese & Spanish, an effort spearheaded by LACS faculty as an additional avenue for comprehensive study of LAC. Beyond these formal programs, students may focus on LAC in many departmental majors and fulfill requirements with LACS courses across UM disciplines.

LACS and PICS majors/minors consult with LACS and II advisors to craft individualized, balanced and coordinated programs of study. Table H shows major course requirements. PICS

Table H: Undergraduate Degree Requirements				
	LACS BA Major	LACS BA Minor	PICS BA Major with LACS Focus	PICS BA Minor with LACS Focus
Credit Hours	30, w/ at least 20 at 300-level or above	15, at 300-level or above	34, from pre-approved listings	18, from pre-approved listings
Course Selection	1 course LAC anthro, 1 course LAC hist, 1 course LAC lit, 1 course LAC politics and economy, Remaining LAC courses any dept	Courses w/ LAC focus from 1 of tracks: -Health/Medicine/Science; -Human Rights/ -LAC Societies	2 courses in int'l studies, 1 research methods Course, 4 LAC courses from topical subplans	3 LAC courses 3 courses devoted to a given theme/topic 1 400-level interdisc advanced topics seminar
Language Pre-requisite	Completion of Span 277, RCLang 294, Portug 232 or equivalent		Completion of 6th term LAC language	
Inter-disciplinarity	At least 1 course each: anthro, hist, lit, politics, econ	Courses drawn from at least 3 different depts	Required interdisciplinary advanced topics seminar	
Graduates 2015	2	2	47	5
Graduates 2016	4	3	40	6
Graduates 2017	6	4	42	6
Total 2015-2017	12	9	129	17

majors have a LACS focus when students complete 6 terms of a LAC language and at least 4 LAC area studies courses. Both majors offer an Honors degree, for which students must apply, write an original research thesis under the supervision of LACS faculty, and have this judged as deserving of honors by the advisor and faculty reader, measured as equivalent to an A- or better.

H2. Academic and Career Advising for Students: UM, LACS and the II provide extensive and individualized academic and career advising. For undergraduates, LSA Academic Advising (a team of 40 advisors with advanced degrees) meets 3 times with each student in their 1st year. Once students have declared a LACS or PICS major or minor, they meet with the specialized team of II advisors at least once per term to review course selection, overseas study, research, internships, fellowships, and careers. Specialists on the II staff further advise graduate and UG students about ED Fulbright awards. As a sign of their success in this area, 26 undergraduate students were selected for Fulbright grants in 2016-2017 (3 to LAC) and 61 were selected for Peace Corps (25% to LAC). Graduate students working on LAC topics plan their studies and

careers under the supervision of LACS faculty and Directors of Graduate Studies in their home departments or schools. Dissertation advisors train students to apply for outside fellowships and use their national and international networks to assist graduating students with placement. For the many graduate students seeking careers outside of academia, Rackham and the Career Center offer a range of services and programs to support their professional and career development.

H3. Options, Quality and Appropriateness of LACS-Related Training for Students from

Multiple Disciplines and Professional Fields: LACS offers a range of training options for graduate students that complement the rigorous programs offered by the graduate and professional schools. The LACS graduate certificate offers a non-degree credential to graduate or professional students who demonstrate proficiency in a LAC language and take 12 credits of graduate-level LACS coursework in at least 3 different departments or schools, with the option to earn 3 of these credits through an internship or field research. Since 2002, 26 students have completed or are in the process of completing the certificate program, with half of these from the professional schools. In 2017 UM approved a new graduate certificate in Afro-Luso-Brazilian Studies, administered by RLL, which 4 students are currently pursuing. Beyond these certificates, a large number of LACS-affiliated graduate and professional students take on LACS specializations within their own schools and departments. Between 2012 and 2017 60 Masters Students and 81 Ph.D. students graduated with at least 15 credit hours in LACS courses. While LACS does not currently run an MA program, the International Institute has been approved to launch a new Master's in International and Regional Studies (MIRS) in Fall 2019, with various regional sub-plans, opening up the possibility of a LAC sub-plan at a future date.

Many students are undertaking cross-area studies on particular thematic issues such as human rights, migration, gender, ethnicity, health, and the environment. Interdisciplinary and cross-

regional study has long been a strength of the academic programs at UM, and LACS has been central to creating intellectual opportunities for students to extend their competence into other disciplines and areas, such as through its sponsorship of the interdisciplinary workshop, *Círculo Andino Micaela Bastidas*. LACS students and faculty participate in numerous other interdisciplinary workshops such as *Migration & Displacement*; *Peoples of Caribbean & West Indian Descent*; and *Science & Technology*. Our public events regularly attract LACS and non-LACS students and scholars, and LACS specialists participate in lecture series and colloquia across a large number of programs, departments and schools.

H4. Formal Arrangements for Research and Study Abroad and Access to Other Institutions' Programs: In 2016-17, 1,035 UM students travelled abroad to over 25 LAC countries.

These students conducted independent research, presented at international conferences, studied at foreign universities, pursued internships, worked as volunteers and participated in performances and athletic competitions. UM offers students multiple avenues through which to pursue international experiences and has streamlined administration of study abroad and other international experience opportunities. Students use UM's online platform M-Compass to search and apply for suitable programs, including those offered through other institutions, such as non-profit IES Abroad in Argentina. CGIS offers semester-long study abroad options; 3-10 week programs during the spring and summer; and academic- and calendar-year programs. There are over 25 LAC-based programs for students to choose from and dozens more from external providers. CGIS coordinates with LSA to develop need-based scholarships for participating students. The II, the International Center, the LSA Opportunity Hub, the Ginsberg Center, and individual departments provide funding and guidance to assist students in participating in international opportunities. The professional schools also arrange for student participation in formal programs in LAC.

CRITERION I: OUTREACH ACTIVITIES

II. Impact of Domestic Outreach Activities: Over the last 4 years LACS has increased its capacity for teacher training, and our outreach programs are now flourishing. Some of our successes in this area can be seen in Table I.

Table I: LACS Outreach Activities 2014-2018		
Outreach Activity	# of events	Attendance
LACS K-16 & MSI Outreach Events	42	12,379
General Public Outreach Events	121 (24 organized w/ professional schools)	15,040
Total	163 (avg/year: 41)	27,419 (avg/year: 6855)

•**Elementary and Secondary Schools:** LACS provides Michigan-area and national K-12 educators multiple opportunities for professional development and strategies for gaining and spreading knowledge of the LAC region. We support local Spanish teachers through our ongoing community outreach programs, SLIP and En Nuestra Lengua, discussed on page 1. Through SLIP, each week 75 UM students teach Spanish language and LAC cultural content to 2,000 elementary students in 19 schools. One indicator of En Nuestra Lengua's impact is the fact that it has doubled enrollments in the last 4 years yet still has a large waitlist, as noted on page 1. Through initiatives like our Indigenous and African Cultures School Outreach Program, we have exposed 100-500 students and community members to indigenous and African cultures and languages of LAC, bringing 3-5 events such as capoeira lessons, musical performances, and *alebrije* handicraft workshops to local schools each year. We have also reached over 500 teachers through the very successful WHaLI (pg. 4) since its launch in 2009. The majority of participants are local-area teachers, with the addition of 2 teachers per year from UPR as part of our UM-UPR partnership (pg. 4). In exit interviews from the current grant cycle, 90% of WHaLI participants claimed they will use concepts and materials from the workshops with many indicating they are likely to share these resources with colleagues, thereby broadening the program's impact. We also offer

educators innovative new ways to utilize LAC content in their classrooms, such as through the online lesson plans (specifically designed to meet Michigan curriculum standards) and downloadable 3D models of ancient Peruvian pottery that we produced using digital scanning technology available at the UM 3D Lab and collections from the UM Museum of Anthropological Archaeology. We launched a SketchFab site featuring these interactive, annotated 3D scans in September 2017 and it already has 215 views and 6 downloads.

Since 2017, LACS has also begun a new and very promising series of teacher training workshops, working with the Michigan Department of Education to offer State Continuing Education Clock Hours (SCECH) to participating teachers. The second of these workshops, held in 2018, addressed gang violence in Central America and contemporary immigration debates, and featured Germán Andino, a graphic journalist from Honduras; Alberto Arce, AP Correspondent to Honduras and UM Knight-Wallace Fellow; Hoffnung-Garksoff, immigration history and law expert and LACS core faculty member; and William Lopez, UM National Center for Institutional Diversity Postdoctoral Scholar and immigration and health expert. UM librarians and the curator for Museum Teaching and Learning at UMMA developed resource guides and doctoral students created a lesson plan on using images to teach migration. All materials were made available to the participants and are accessible online for the general public. To broaden access, UM exhibited Andino's graphic art for three weeks for dozens of teachers and professors to bring classes for viewings. At the request of a workshop participant, Andino visited Scarlett Middle School to facilitate an art lesson and discussion of Central American migration with a group of 1st and 2nd generation students from this area (*Appendix 4*). Over 30 local teachers from school districts in AA, Detroit, Berkeley, and Gaylord attended the workshop and received SCECH credits. 100% of respondents from this and our 2017 workshop said they received useful new

LAC content to incorporate into their curriculum and would attend future LACS outreach events. We detail this case as it shows the faculty, staff and institutional resources LACS leverages for teacher training, and the potential for significant future impact.

At the national level, our long-standing partnership with the College of Education, Humanities and Social Sciences at UPR, which trains hundreds of teachers each year to work in public and private elementary and secondary schools in Puerto Rico, has allowed us to reach a wide audience. We live-stream our aforementioned UM-UPR symposia to a national and international audience and provide free, public access to all instructional materials developed by the presenters, which we translate into Spanish or English to provide all items in both languages. The UM-UPR site received 2,318 hits in 2016-17. Forthcoming CEDER-created educational toolkits will augment the many resources currently available (*pg. 5*). Evaluations from past participants at UM-UPR's Symposia have been overwhelmingly positive, with 93-100% of respondents asserting they are likely to use what they learned in one or more courses.

• **Post-Secondary Institutions:** LACS has built several partnerships with post-secondary institutions that have led to meaningful outreach at regional and national levels. We have a long established relationship with the MIIIE (*pg. 7*), a consortium of community colleges in the Midwest, in which 118 of its 134 members are designated as eligible for Title III and V. LACS supports to MIIIE's annual curriculum development workshops for faculty, which led to 22 curriculum modules on LAC in the last 3 years of the grant cycle (Y4 workshop in Aug. 18).

The UM-UPR project is a K-16 partnership which includes UPR faculty and graduate students. In addition to activities outlined above, we also dedicated funds to acquisitions of LAC materials for the José M. Lázaro library, UPR's main research library, and the Centro de Investigaciones Históricas (CIH) in the College of the Humanities. In the last 4 years, LACS

funded 9 UPR faculty to travel to Michigan for library residencies of 5-7 days, where they utilized Center and campus resources to update and develop 15 LAC-oriented syllabi. Such syllabi created through this project are available to the public on our collaborative website.

• **Business, Media, and the General Public:** LACS has an important presence within the Ross School of Business, supporting the piloting of a new travel course to Brazil where business students studying global competitiveness focus on this country as a case study. A central component of the Ross MBA curriculum is the Multidisciplinary Action Project, a 7-week project to solve business challenges for existing global companies. In 2016-17 these included projects with businesses in Argentina, Brazil, Chile, Costa Rica, Ecuador and Peru.

LACS works with various media organizations to bring LAC content to a broad audience. LACS faculty regularly respond to requests from national, regional, and local print and broadcast journalists for interviews or commentary on current events in LAC, and author op-ed pieces in newspapers or blogs. LACS has a very close partnership with UM Michigan News Office, which links UM faculty and research to over 500 Spanish and Portuguese language news outlets in the United States and overseas. The office highlights research that is relevant to the region both on the University's main homepage and on Spanish and Portuguese language web portals.

LACS speaker series, workshops, films, concerts, exhibits, public interviews with prominent LAC figures, and other events are not simply open to the general public, but are also important components of our outreach program. We seek to engage multiple constituencies by creating and promoting a diverse array of programming at which we encourage open discussions of multiple viewpoints. Many of these events address pressing contemporary issues such as responses to the Zika crisis, the disappearance of 43 students in Ayotzinapa, Mexico, and the intensifying economic crisis in Venezuela, to name a few, and draw wide and participatory public audiences.

We also share information about LAC resources and future programs through weekly newsletters, for which 20% of our 670 subscribers come from outside the university. LACS is very active on social media platforms such as Facebook and Twitter, pages that connect us directly to students, faculty, and the community and are useful tools to promote programming and activities. During just AY 2016-17, the LACS website was visited 21,659 times.

CRITERION J: FLAS AWARDEE SELECTION PROCEDURES

J1. Selection Procedures: LACS makes the selection procedures for FLAS applicants transparent and conscientious and ensures all awards made correspond to announced priorities.

•**Timetable:** FLAS funds are requested for 2 Undergraduate AY, 5 Graduate AY, and 7 Summer fellowships in Quechua, Brazilian Portuguese, Nahuatl and Yoruba. The competition is announced in early September and advertised throughout Fall; the application deadline is January 15. Center files and applicant lists are prepared; copies are forwarded to the selection committee who meet to agree on applicant ranking in late February. For Graduate AY awards, admission results are checked in relevant departments and schools and adjustments are made as needed to the final ranked list, which is approved by the director of LACS. Awardees and alternates are informed of their status in mid-March and have until April 15 to express their intentions.

•**Advertising:** Announcements for the FLAS competition are distributed through LACS, II, departmental, and professional school email networks and websites beginning in September. The II FLAS coordinators hold two information sessions, one for departmental and professional school administrators and one for potential applicants. LACS also offers an information session tailored to the needs of undergraduates. Messages and fliers contain detailed information about applications, selection criteria, and deadlines. The FLAS coordinator works directly with administrators and faculty to identify eligible applicants.

•**Application:** Application forms and FAQs are available online and submitted electronically.

Applicants prepare a statement of purpose outlining the need for language and area study as it relates to their academic and professional goals, 3 letters of recommendation (including one from a language instructor), a language self-assessment, and college-level transcript(s). All FLAS applicants are encouraged to complete a Free Application for Federal Student Aid (FAFSA) to establish financial need.

•**Selection Committee:** The selection committee is composed of 4 LACS faculty members, appointed by the Director, and must include *at least* 1 language specialist and 1 member each from professional schools, humanities, and social sciences. The committee includes members fluent in Spanish, Portuguese, Quechua and Nahuatl.

•**Process:** Committee members individually rank all applicants based on academic merit. LACS staff collects student financial data and place students into categories of high need, moderate need, or low need based on the Expected Family Contribution (EFC) portion of the FAFSA (and other verifiable measures if available). Students who do not complete the FAFSA will automatically be put in the low need category. The selection meeting begins with a systematic reminder of the principles and rules governing FLAS awards. The committee agrees to a final combined ranking, taking into account program priorities such as our commitment to priority LCTLs and to students with demonstrated financial need. Preference is given to students with high demonstrated need over students with equal or equivalent academic qualifications with low or medium need. 100% percent of award funds will be given to students studying modern languages other than Spanish, and at least 60% will be given to students studying priority LCTLs; in fact, we expect the percentage going to priority languages will be much higher.

•**Criteria:** Selection criteria are: 1) academic merit and professional promise; 2) relevance of

proposed language and LACS training to overall academic and career goals; 3) commitment to pursue a career using language and LACS skills in areas of need in government, education, business, and non-profit sectors; and 4) disciplinary and language diversity. When comparing applicants for UG and graduate FLAS fellowships with similar credentials based on these criteria, preference will be given to those demonstrating financial need. Priority for AY awards will be given to applicants for priority LCTLs. As required by ED, all UG awards will be made for intermediate or advanced study. Lowest priority is given to applicants who possess language fluency equivalent to educated native speakers and those applying for dissertation research or writing.

CRITERION K: COMPETITIVE PREFERENCE PRIORITIES

Table K: Competitive Preference Priorities (CPPs)	
NRC CPP 1	LACS proposes significant and sustained collaborative activities with the University of Puerto Rico and San Diego State University (both Title V Institutions) that support LAC instruction for pre-/in-service K-12 and community college teachers, and collaborations with community colleges through MIIIE and Washtenaw Community College GPASS (§A).
NRC CPP 2	LACS proposes the following collaborative activities with the UM SoE: World Music for Educators course, the incorporation of CEDER into the UM-UPR collaboration, WHaLI, and the Ann Arbor Language Partnership. Off campus, LACS works with the MIIIE, dedicated to curriculum and professional development, UPR's CoE, SDSU's CoE, and the Washtenaw Intermediate School District's Professional Development office to create Michigan Department of Education approved teacher training programming (§A, §I).
FLAS CPP 1	LACS will give preference when awarding fellowships to UG and graduate students who demonstrate financial need based on financial circumstances and not other forms of aid (§Jle).
FLAS CPP 2	LACS will award 100% AY FLAS in modern languages other than Spanish (§Jle).

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

TABLE OF CONTENTS

ABSTRACT	i-ii
LIST OF ACRONYMS	iii-iv
NARRATIVE	1-50
Criterion A: Program Planning and Budget	1
A1. Quality and Relevance of the Proposed Activities.....	1
Language and Area Studies & Course Development	1
Indigenous Languages	1
Spanish and Portuguese.....	2
Area Studies.....	3
K-16 and MSI Outreach	4
The World History and Literature Initiative (WHaLI).....	4
UM-UPR Outreach Collaboration.....	4
LACS K-12 Teacher Training Series	6
SDSU K-16 Partnership & Binational Summer Institute.....	6
Midwest Institute for International & Intercultural Education (MIIE)	7
Washtenaw Community College GPASS	7
Collaborative Teacher Trainings Trainings	8
Global Feminism Outreach Initiative	8
Public and Campus Programming.....	8
LACS Programming around Global or Interdisciplinary Themes	9
LACS Programming around LAC-related Careers	9
LACS Programming around LAC Challenges, Innovations and Creativity	9
Enhancing LACS Library Collections and Library Programming	10
A2. Development Plan and Use of Resources and Personnel.....	10
A3. Cost Effectiveness.....	10
A4. Long-term Impact	10
Criterion B: Quality of Staff Resources	11
B1. Teaching Faculty and Professional Staff.....	11
B2. Staffing and Oversight Arrangements.....	15
B3. Non-Discriminatory Employment Practices	15
Criterion C: Impact and Evaluation	16
C1. Impact of LACS Activities.....	16
C2. Response to National Needs and Dissemination to the Public	18
C3. Accessibility and Inclusion	18
C4. Evaluation Plan	20
C5. Placement of Graduates.....	22
C6. Contribution to Supply of Specialists	23

C7. FLAS Fellowships and National Needs	23
Criterion D: Commitment to the Subject Area.....	24
D1. Institutional Support.....	24
Center Operations	24
Teaching Staff.....	25
Library Resources	26
Linkages with Institutions Abroad	26
LACS Outreach Activities.....	27
Qualified Students in LACS-Related Fields.....	27
Criterion E: Strength of Library	28
E1a. Library Holdings and Financial Support	28
E1b. Commitment to shared resources	29
Criterion F: Quality of Non-Language Instructional Program	30
F1. Course Offerings.....	30
F2. Interdisciplinary Course Offerings	33
F3. Non-language teaching faculty and GSI Pedagogy Trainings.....	33
F4. Depth of Specialized Course Coverage	34
Criterion G: Quality of the Language Instructional Program	34
G1. Extent of Language Instruction & Enrollment.....	34
G2. Levels of Language Instruction & Courses Taught in LACS Languages	36
G3. Language Faculty and Pedagogical Training	37
G4. Performance-based Instruction, Resources & Proficiency	38
Criterion H: Quality of Curriculum Design	40
H1. Baccalaureate Degree Programs	40
H2. Academic and Career Advising for Students.....	41
H3. Training for Students from Multiple Disciplines and Professional Fields	42
H4. Research and Study Abroad	43
Criterion I: Outreach Activities	44
I1. Impact of Domestic Outreach Activities	44
Elementary and Secondary Schools.....	44
Postsecondary Institutions	46
Business, Media and the General Public	47
Criterion J: FLAS Awardee Selection Procedures	48
J1. Selection Procedures	48
Timetable	48
Advertising.....	48
Application	49
Selection Committee	49
Process	49
Criteria	49
Criterion K: Competitive Preference Priorities	50
K1(a). NRC Competitive Preference Priority 1	50
K1(b). NRC Competitive Preference Priority 2	50
K2(a). FLAS Competitive Preference Priority 1	50

K2(b). FLAS Competitive Preference Priority 2	50
---	----

DESCRIPTION: Diverse Perspectives & Wide Range of Views in Funded Activities

DESCRIPTION: Government Service in Areas of National Need and in
Other Employment Sectors

APPENDICES

Appendix 1: Curriculum Vitaes and Position Descriptions

Appendix 2A: Course List: Area Studies Courses

Appendix 2B: Course List: Language Courses

Appendix 3: Performance Measures Form

Appendix 4: Letters of Support

APPENDIX 1: CURRIULUM VITAES AND JOB DESCRIPTIONS

Index

PROJECT DIRECTOR	1
Victoria Langland, Associate Professor.....	1
 LACS FACULTY (NON LANGUAGE)	 2
 Department of Afroamerican and African Studies	
Benedicte Boisseron, Associate Professor	7
Sandra Gunning, Professor	25
Nesha Haniff, Lecturer IV	26
Paul Johnson, Professor	32
Julius Scott, Lecturer IV	62
 Department of American Culture	
William Calvo-Quiros, Assistant Professor.....	9
Gregory Dowd, Professor	16
Colin Gunckel, Associate Professor	24
Sandra Gunning, Professor	25
Jesse Hoffnung-Garskof, Associate Professor.....	30
Lawrence La Fountain-Stokes, Associate Professor.....	34
Anthony Mora, Associate Professor	47
Silvia Pedraza, Professor	53
Yeidy Rivero, Associate Professor	58
Alexandra Stern, Professor	64
Gustavo Verdesio, Associate Professor	71
 Department of Anthropology	
Robin Beck, Associate Professor.....	6
Ruth Behar, Professor	6
Jason De León, Associate Professor	13
Kent Flannery, Professor	19
David Frye, Lecturer IV	20
Raven Garvey, Assistant Professor.....	21
Stuart Kirsch, Professor	33
Bruce Mannheim, Professor	42
Joyce Marcus, Professor	43
Maxwell Owusu, Professor.....	52
Elizabeth Roberts, Associate Professor	58
 School of Architecture	
Barry Checkoway, Professor	10
Lesli Hoey, Assistant Professor	30
 School of Art and Design	
David Doris, Associate Professor	16
Joseph Trumpey, Associate Professor	69

School of Business

John Branch, Assistant Professor	7
Michael Metzger, Adjunct Assistant Professor	44

Program in Comparative Literature

Santiago Colas, Associate Professor.....	11
Frieda Ekotto, Professor	19

Department of Earth and Environmental Sciences

Rebecca Lange, Professor.....	35
-------------------------------	----

Department of Ecology and Evolutionary Biology

Robyn Burnham, Associate Professor	8
John Vandermeer, Professor.....	53

Department of Economics

Alan Deardorff, Professor.....	14
Kathryn Dominguez, Professor	15
David Lam, Professor	35
Frank Thompson, Lecturer IV	67
Dean Yang, Professor	74

School of Education

Maria Coolican, Clinical Assistant Professor	74
Elizabeth Moje, Professor.....	46

Department of English

Supriya M. Nair, Professor	47
Susan Parrish, Professor	52

School of Environment and Sustainability

Joseph Arvai, Professor	5
Maria Carmen Lemos, Professor	36
Ivette Perfecto, Professor.....	53
Dorceta Taylor, Professor.....	66
Joseph Trumpey, Associate Professor	69
Richard Tucker, Adjunct Professor	70
John Vandermeer, Professor.....	53

Department of History

Paulina Alberto, Associate Professor.....	2
Sueann Caulfield, Associate Professor	9
Gregory Dowd, Professor	16
Juan Hernandez, Lecturer	29
Jesse Hoffnung-Garskof, Associate Professor.....	30
Paul Johnson, Professor	32
Victoria Langland, Associate Professor.....	1

Kenneth Mills, Professor	45
Anthony Mora, Associate Professor	47
Julius Scott, Lecturer IV	47
Rebecca Scott, Professor	63
Matthew Spooner, Assistant Professor	63
Alexandra Stern, Professor	64
 Department of History of Art	
David Doris, Associate Professor	64
Ana María León, Assistant Professor	37
 Department of Judaic Studies	
Devi Mays, Associate Professor	43
 School of Law	
Alicia Alvarez, Clinical Professor	3
Rebecca Scott, Professor	63
 Center for Latin American and Caribbean Studies	
Paula Oliva-Fiori, Lecturer I.....	50
Howard Tsai, Lecturer I.....	69
 Department of Linguistics	
Susan Gelman, Professor	22
Acrisio Pires, Professor	56
 School of Medicine	
Siobán Harlow, Professor	26
Michele Heisler, Professor.....	27
Betsy Lozoff, Professor	32
Sofia Merajver, Professor	44
John Piette, Professor, Professor	54
Alexandra Stern, Professor	64
Stephen Strobbe, Clinical Associate Professor	65
 School of Music, Theatre, and Dance	
Bill DeYoung, Professor.....	14
Anita Gonzalez, Professor	23
Ashley Lucas, Associate Professor	42
Louise Stein, Professor	64
Sandra Torijano DeYoung	68
E.J. Westlake, Professor	72
Robin Wilson, Associate Professor	73
 School of Nursing	
Barbara Brush, Professor	8
Linda Chatters, Professor	10
Megan Eagle, Clinical Instructor	17
Jody Lori, Associate Professor	40

Lisa Kane Low, Associate Professor	41
Stephen Strobbe, Clinical Associate Professor	65

Department of Political Science

Rocio Titunik, Associate Professor	67
--	----

School of Public Health

Ana Baylin, Associate Professor	5
Barbara Brush, Professor	60
Melissa Creary, Assistant Professor	13
Dana Dolinoy, Associate Professor	15
Joseph Eisenberg, Professor	18
Marisa Eisenberg, Assistant Professor.....	18
Aubree Gordon, Assistant Professor.....	23
Siobán Harlow, Professor	26
Gary Harper, Professor	27
Andrew Jones, Assistant Professor	32
Gwenyth O'Neill Lee, Research Assistant Professor	36
Lynda Lisabeth, Professor	38
Sofia Merajver, Professor	44
Rafael Meza, Associate Professor	45
Richard Neitzel, Associate Professor.....	48
Marie O'Neill, Professor	50
Karen Peterson, Professor.....	54

School of Public Policy

John Ciorciari, Associate Professor	11
Alan Deardorff, Professor.....	14
Kathryn Dominguez, Professor	15
Yazier Henry, Lecturer IV	28
Melvyn Levitsky, Professor.....	37
Chad Monfreda, Postdoctoral Fellow	46
Dean Yang, Professor	74

Department of Psychology

Susan Gelman, Professor	22
Lorraine Gutierrez, Professor	25

Residential College

Sueann Caulfield, Associate Professor	9
Santiago Colas, Associate Professor.....	11
Olga Lopez-Cotin, Lecturer IV.....	39
Cristhian Espinoza-Pino, Lecturer IV	80
Ashley Lucas, Associate Professor	42
Ian Robinson, Lecturer IV	59
Frank Thompson, Lecturer IV	67

Department of Romance Languages and Literatures – French

Annette Joseph-Gabriel, Assistant Professor.....	33
--	----

Department of Romance Languages and Literatures – Portuguese

Paulina Alberto, Associate Professor.....	2
Fernando Arenas, Professor.....	3
Victoria Langland, Associate Professor.....	1

Department of Romance Languages and Literatures – Spanish

Paulina Alberto, Associate Professor.....	2
Gavin Arnall, Assistant Professor.....	4
Nilo Couret, Assistant Professor.....	12
Steven Dworkin, Professor	17
Olga Gallego, Collegiate Lecturer	54
Lorenzo Garcia-Amaya, Assistant Professor.....	21
Stephanie Goetz, Lecturer IV	83
Nicholas Henriksen, Assistant Professor	28
Alejandro Herrero-Olaizola, Professor	29
Katherine Jenckes, Professor	29
Lawrence La Fountain-Stokes, Associate Professor.....	34
Ana María León, Assistant Professor	34
Ana Sabau, Assistant Professor	59
Javier Sanjines, Professor	61
Teresa Satterfield, Associate Professor	60
Gustavo Verdesio, Associate Professor	71
Sergio Villalobos Ruminott, Professor	72
Gareth Williams, Professor.....	73

Department of Screen Arts and Cultures

Colin Gunkel, Associate Professor	24
Yeidy Rivero, Associate Professor	58

School of Social Work

Linda Chatters, Professor	10
Barry Checkoway, Professor	10
Lorraine Gutierrez, Professor	25
Sherrie Kossoudji, Associate Professor.....	34
Kathleen Lopez, Adjunct Lecturer	39
Robert Ortega, Associate Professor.....	51
Rogério Pinto, Associate Professor	55
Janet Ray, Lecturer II	57
Carrie Rheingans, Adjunct Lecturer	57
Robert Taylor, Professor.....	66

Department of Sociology

Robert Jansen, Assistant Professor	31
Silvia Pedraza, Professor	53
Ian Robinson, Lecturer IV	59

Department of Women's Studies

Lawrence La Fountain-Stokes, Associate Professor.....	34
Lisa Kane Low, Associate Professor	41

Alexandra Stern, Professor	64
LANGUAGE LECTURERS: Portuguese	75
Department of Romance Languages and Literatures	
Niedja Fedrigo, Lecturer II	75
LANGUAGE LECTURERS: Quechua	75
Center for Latin American and Caribbean Studies	
Adela Carlos Rios, Lecturer II	75
LANGUAGE LECTURERS: Nahuatl	76
Center for Latin American and Caribbean Studies	
Eduardo de la Cruz	76
LANGUAGE LECTURERS: Spanish	76
Department of Romance Languages and Literatures	
Maria Esther Angulo Blanco, Lecturer II	76
Marlene Beiza-Latorre, Lecturer I	77
Tatiana Calixto, Lecturer II	77
Andrea Stiasny Carruthers, Lecturer II	78
Susanna Coll-Ramirez, Lecturer III	78
Maria Dorantes, Lecturer IV	79
Shannon Dowd, Postdoctoral Lecturer	79
Javier Entrambasaguas, Lecturer I	80
José Luis Fernández-García, Lecturer II	81
Kathleen Forrester, Lecturer II	81
Mar Freire Herminda, Lecturer III	82
Olga Gallego, Collegiate Lecturer	82
Victoriano Garre León, Lecturer I	83
Stephanie Goetz, Lecturer IV	83
Raquel Gonzalez, Lecturer IV	84
Carina Graf, Lecturer II	84
Julie Harrell, Lecturer I	85
Tony Hessenthaler, Lecturer I	85
Ann Hilberry, Lecturer IV	86
Carla Iglesias-Garrido, Lecturer II	86
Isabel Larrotiz, Lecturer II	87
Erin Lavin, Lecturer I	87
Bill McAlister, Lecturer II	88
Andrew Noverr, Lecturer IV	88
Nina O'Connor, Lecturer I	89

Michelle Orecchio, Lecturer IV	89
Teresa Piper, Lecturer II	90
Dennis Pollard, Lecturer IV	90
Kristina Primorac, Lecturer IV	91
Rashmi Rama, Lecturer II	91
Yeray Ramos Silgado, Lecturer I	92
Kristen Redd, Lecturer I	92
Allison Riccardi Santoro, Lecturer II	93
Jennifer Rivas-Murillo, Lecturer II	93
Víctor Rodríguez-Pereira, Lecturer I	94
Ron Roosevelt, Lecturer I	95
Maria Arrate Telleria Suinaga, Lecturer I	96
Dolly Tittle, Lecturer I	96

Residential College

Cristhian Espinoza-Pino, Lecturer IV	80
Mabel Rodriguez, Lecturer IV	94
Teresa Sanchez-Snell, Lecturer II	95

ACTIVE LACS EMERITI FACULTY

Department of Anthropology

Roberto Frisancho, Professor Emeritus	98
Conrad Kottak, Professor Emeritus	98

Department of Ecology and Evolutionary Biology

William Fink, Professor Emeritus	97
Philip Myers, Professor Emeritus	99

Department of Economics

Michael Twomey, Professor Emeritus	100
--	-----

School of Environment and Sustainability

David Allan, Professor Emeritus	97
---------------------------------------	----

Department of Political Science

Daniel Levine, Professor Emeritus	99
---	----

Department of Sociology

Jeffery Paige, Professor Emeritus	100
---	-----

LACS PROFESSIONAL AND PROJECT STAFF

Robert Bain	101
Julie Burnett	101
Elizabeth Dutridge-Corp	102
Folaké Graves	102

Nataša Gruden-Alajbegović.....	103
Juan Hernandez	103
Heather Johnson	104
Elizabeth Martins.....	104
Sarah Pattison	105
Harper Risdon.....	105
Sofia Rosenberg.....	106
Alana Rodriguez	106
Theo Sypris.....	107
Darin Stockdill.....	107
Kelsey Szpara	108
Azumi Ann Takata.....	108
Karen Tice	109
Howard Tsai	109
Evan Vowell	110

JOB DESCRIPTIONS – OUTREACH PERSONNEL 111

LACS Outreach Coordinator	111
UM-SDSU Project Consultant.....	113
Undergraduate Student Assistant.....	114
Graduate Student Assistant.....	115

JOB DESCRIPTIONS – AREA AND LANGUAGE INSTRUCTION..... 116

Area Studies Mini Course Visiting Lecturer	116
Portuguese for the Professions Mini Course Lecturer	117

CURRICULUM VITAE

PROJECT DIRECTOR

LANGLAND, VICTORIA Director, Center for Latin American & Caribbean Studies and the Brazil Initiative; Associate Professor, History and Portuguese (RLL) (tenured)

Education: B.A., University of Chicago, 1992; M.A., University of Chicago, 1995; M.A., Yale University, 1998; M.Phil., Yale University, 2001; Ph.D., Yale University, 2004

Academic Experience: Assistant Professor, Lafayette College, 2004-2005; Assistant Professor, University of California-Davis, 2005-2013; Associate Professor, University of Michigan, 2013-present; Director, Center for Latin American & Caribbean Studies, University of Michigan, 2017-present

Overseas Experience: Brazil, Argentina, Chile, Uruguay, Colombia

Foreign Language Proficiency: Portuguese (5), Spanish (5), French (2)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 6. Examples: Revolutionary Movements in Latin America; Gender, Race, and Power in Brazil; Dictadura y la Memoria en el Cono Sur; State Terrorism and Memory in the Americas; History of Women and Gender in Latin America; Culturas de Protesto no Brasil

Research and Training Specialization: Twentieth-century Latin American history; Southern Cone; Brazil; dictatorships; gender; uses of memory; student and other social movements; intersections of culture and power; histories of maternal and infant health in Brazil

Number of Recent Publications: 1 single-authored monograph, 1 co-edited volume, 3 single-authored book chapters. Selected Examples: *Speaking of Flowers: Student Movements and the Making and Remembering of 1968 in Military Brazil*. Durham: Duke University Press, 2013; *The Brazil Reader: History, Culture, Politics*, co-edited with James Green and Lilia Moritz Schwarcz. Durham: Duke University Press, in press; "Transnational Connections of the Global Sixties as seen by a Historian of Brazil," in *Routledge Handbook of the Global Sixties: Between Protest and Nation-Building*, edited by Chen Jian, Martin Klimke, Masha Kirasirova, Mary Nolan, Marilyn Young, Joanna Waley-Cohen. Abingdon, UK: Routledge Press, 2018.

Number of Dissertations/Theses Supervised in the Past 5 Years: 15

Distinctions: ACLS Frederick Burkhardt Fellowship for Recently Tenured Scholars, 2018; Faculty Development Award, University of California Davis, 2010; Schlesinger Research Fellowship, John F. Kennedy Library Foundation, 2009; Visiting Fellowship, Kellogg Institute for International Studies, University of Notre Dame, Fall 2009; Hellman Fellowship, University of California, Davis, 2008; Postdoctoral Research Associate, Princeton University Department of History and Princeton Institute for International and Regional Studies, 2005-2006; Best Dissertation Prize, New England Council of Latin American Studies, 2005; Andrew W. Mellon Fellowship in Latin American History, Yale University, 2002-1996; Robert M. Leylan Prize Fellowship in the Humanities, Yale University, 2001; Outstanding Student in Latin American Studies, New England Council of Latin American Studies, 2001; Richard J. Franke Interdisciplinary Fellowship in the Humanities, Yale University, 2000-1997; Social Science Research Council International Dissertation Field Research Fellowship, 1999; Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 1999; Social Science Research Council Program on Collective Memory and Repression in the Southern Cone Fellowship, 1999

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LACS FACULTY (NON LANGUAGE)

ABBOT, PATRICIA Associate Professor, School of Nursing (tenured)

Education: B.S.N., University of Maryland School of Nursing, 1989; M.S., University of Maryland, 1996; Ph.D., University of Maryland, 1999

Academic Experience: Director of Graduate Programs in Nursing Informatics, University of Maryland, 1997-2003; Associate Professor, Johns Hopkins School of Medicine, 2004-2013 (remains adjunct); Associate Professor, University of Michigan, 2012-Present

Overseas Experience: Bolivia, Guatemala, Brazil

Foreign Language Proficiency: Spanish (4), Portuguese (2)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 1

Research and Training Specialization: eHealth/mHealth applications for low-resource settings and vulnerable populations, particularly in Latin America

Number of Recent Publications: 4 multi-authored articles, 2 multi-authored book chapters. Selected Examples: "Exploring chronic disease in Bolivia: A cross-sectional study in La Paz," co-authored with T. Banerjee, A. C. A. Yujra, B. Xie, and J. Piette. *PloS One* 13(2), 2018; "EHealth Initiatives to transform health in the Region of the Americas," co-authored with M. D'Agostino, N. Al-Shorbaji, T. Bernardo, K. Ho, C. Sinha, and Novillo-Ortiz. *Revista Panamericana de Salud Pública* 35(5/6), 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: Director, Hillman Scholars in Nursing Innovation; University of Maryland School of Nursing's "Visionary Pioneer," 2015

ALBERTO, PAULINA Associate Professor, History, Spanish and Portuguese (RLL) (tenured)

Education: B.A., University of Pennsylvania, 1997; Ph.D., University of Pennsylvania, 2005

Academic Experience: Assistant/Associate Professor, University of Michigan, 2005-present

Overseas Experience: Argentina, Brazil, Central America, Venezuela, Mexico

Foreign Language Proficiency: Portuguese (5), Spanish (5), French (4)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: Latin America: The National Period; Comparative Topics in Spanish and Portuguese: Stories and Histories of Race in Brazil and Argentina

Research and Training Specialization: Modern Latin America, Brazil, Argentina; ideologies of race, nation, and citizenship; intellectual/cultural history; Afro-Latin America diaspora

Number of Recent Publications: 1 co-edited volume, 3 journal articles. Selected Examples: *Rethinking Race in Modern Argentina*, co-edited with Eduardo Elena. New York and Cambridge: Cambridge University Press, 2016; "El Negro Raúl: Lives and Afterlives of an Afro-Argentine Celebrity 1886-Present." *Hispanic American Historical Review* 96(4), 669-710, 2016; "Quando o Rio era black: Soul music no Brasil dos anos 70," *Revista História, Questões e Debates* 63(2), 41-89, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 15

Distinctions: The James Alexander Robertson Memorial Prize from the Conference in Latin American History, 2018; ACLS Frederick Burkhardt Fellowship for Recently Tenured Scholars, 2017, National Endowment for the Humanities Fellowship, 2017; Warren Dean Memorial Prize, Conference on Latin American History, 2013; Roberto Reis Book Award, Brazilian Studies Association, 2012

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ALVAREZ, ALICIA Clinical Professor, Law (non tenure track)

Education: B.A., Loyola University-Chicago, 1980; J.D., Boston College, 1985

Academic Experience: Assistant/Associate Clinical Professor, DePaul University, 1989-2006; Associate Clinical Professor, University of Michigan, 2006-present

Overseas Experience: Spain, Costa Rica, Colombia, El Salvador, Guatemala

Foreign Language Proficiency: Spanish (5), Italian (1), French (1)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 0

Research and Training Specialization: Poverty law, non-profit and community-based organizations, economic justice, immigration clinics in Latin America

Number of Recent Publications: 1 single-authored journal article, 1 multi-authored journal article, 1 single-authored book chapter: "Lawyers, Organizers, and Workers: Collaboration and Conflict in Worker Cooperative Development." *Georgetown Journal on Poverty Law and Policy* 24(3), 353-380, 2017; "Teaching and Practicing Community Development Poverty Law: Lawyers and Clients as Trusted Neighborhood Problem Solvers," co-authored with Susan Bennett, Louise Howells, and Hannah Liberman. *Clinical Law Review* 23(2), 2017; "One Economic Development Clinic's Seminar and the Challenge in Connecting the Work of the Clinic to the Work of the Client," in *Transforming the Education of Lawyers: The Theory and Practice of Clinical Pedagogy*, edited by Susan Bryant, Elliott S. Milstein, Ann C. Shalleck. Durham: Carolina Academic Press, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: LEO Professional Development Funds, University of Michigan, 2017

ARENAS, FERNANDO Professor, Afroamerican & African Studies and Portuguese (RLL) (tenured)

Education: B.A., Northern Arizona University, 1986; M.A., University of California-Berkeley, 1988; Ph.D., University of California-Berkeley, 1994

Academic Experience: Assistant Professor, University of San Francisco, 1994-1995; Assistant/Associate/Full Professor, University of Minnesota, 1995-2011; Professor, University of Michigan, 2011-present

Overseas Experience: Brazil, Portugal, Lusophone Africa

Foreign Language Proficiency: Portuguese (5), Spanish (5), French (4), Italian (4), Cape Verdean Creole (3), Bissau-Guinean Creole (2)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 5. Examples: Intro. to Africa and its Diaspora; Lusophone Transatlantic Matrix; Popular Music in the Portuguese-Speaking World; Cinema in the Portuguese-Speaking World

Research and Training Specialization: Portuguese diaspora; film, literature, and popular music, the triad of post-colonialism, migrations, and globalization

Number of Recent Publications: 1 single-authored book chapter, 3 single-authored journal articles. Selected Examples: "Soundtracks of the Lusophone and Creolophone Spheres," in *Transnational Portuguese Studies*, edited by Hilary Owen and Claire Williams. Liverpool: University of Liverpool Press, forthcoming; "The Filmography of Guinea-Bissau's Sana na N'Hada: From the Return of Amílcar Cabral to the Threat of Global Drug Trafficking," *Portuguese Literary and Cultural Studies* 30/31, forthcoming; "Lisbon Stories: Migration, Community and Intercultural Relations in Contemporary Cinema and Literature." *Journal of Lusophone Studies* 2(1), 2017; "Migrations and the Rise of African Lisbon: Time-Space of Portuguese (Post)coloniality." *Postcolonial Studies* 18:4, 353-366, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 18

Distinctions: Michigan Humanities Award, University of Michigan, 2014-2015; Guggenheim Fellowship, 2005-2006

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ARNALL, GAVIN Assistant Professor, Spanish (RLL) (tenure track)

Education: B.A., Cornell University, 2009; M.A., Princeton University, 2013; Ph.D., Princeton University, 2016

Academic Experience: Assistant Professor, University of Michigan, 2016-present

Overseas Experience: Latin America, Caribbean, Peru, Haiti

Foreign Language Proficiency: Spanish (5), French (3), Quechua (2), Portuguese (2)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 5. Examples: Comparative Marxism; The Black Radical Imagination in Latin America and the Caribbean; Scenes of Translation in Latin American Literature, Theory, and Film; The Culture of Revolution and the Revolution of Culture; Marxism from Marx to Marcos

Research and Training Specialization: Modern and contemporary Latin America and the Caribbean

Number of Recent Publications: 3 single-authored journal articles, 1 co-authored book chapter; 1 single-authored book chapter. Selected Examples: "Repeating Translation, Left and Right (and Left Again): Roberto Bolaño's Between Parentheses and Distant Star." *CR: The New Centennial Review*, forthcoming; "José Aricó como lector de Gramsci," co-authored with Susana Draper and Ana Sabau, in *Gramsci en las orillas*, edited by Oscar Ariel Cabezas. Buenos Aires: La Cebra, 2015; "Masters without Slaves: Raoul Vaneigem's Détournement of Nietzsche," in *Global Anarchisms: No Gods, No Masters, No Peripheries*, edited by Barry Maxwell and Raymond Craib. Oakland: PM Press, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Woodrow Wilson Foundation Career Enhancement Fellowship for Junior Faculty, 2018; University Musical Society Mellon Institute on Arts-Academic Integration Faculty Fellowship, University of Michigan, 2016-2018

ARQUERO DE ALARCON, MARIA Associate Professor, Architecture and Urban and Regional Planning (tenured)

Education: E.T.S., Universidad Politécnica de Madrid, 2001; MAS LA, Swiss Federal Institute of Technology, Zurich, 2004; MLAUD, Harvard University, 2008; DEA, Universidad Politécnica de Madrid, 2011

Academic Experience: Instructor, Harvard University 2007-2008; Instructor, Boston Architectural College 2007-2009; Assistant/Associate Professor, University of Michigan, 2009-Present

Overseas Experience: Chile, Brazil, Mexico, Spain

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 4. Examples: "IN-FORMA: Housing and Environmental Conflicts in Informal Settlements. Two study cases in São Paulo, Brazil;" Urban Design Studio "Domesticities" Mexico City; Design Seminar "Urban Natures, Landscapes of Exchange: Xochimilco"; Urban Design Studio, Mexico City: "Trueque, Truco, Trato: Public Markets as Urban Infrastructure along La Viga Spine"

Research and Training Specialization: The agency of design promoting cultural and environmental values in the agenda of urban sustainability, experiential learning through partnerships across the Great Lakes Region, Latin America and Europe

Number of Recent Publications: 2 single-authored journal articles, 2 co-authored journal articles, 1 book review. Selected Examples: "Higienópolis: la agenda de la re-inención urbana." (Higienopolis: the Agenda of Urban Re-invention). *Revista PLOT* 21, 2015; "El espacio público de grano fino en la regeneración urbana." (Small Public Spaces in Urban Regeneration). *Revista PLOT* 8, 50-53, 2012; "Liquid Planning: Water as a Lens Toward Sustainability," co-authored with J. Maigret. *Michigan Journal of Sustainability* 1, 2013), 131-149.

Number of Dissertations/Theses Supervised in the Past 5 Years: 4

Distinctions: 2016-17 Distinguished Faculty Fellow in Sustainability, University of Michigan; 2015 Michigan AIA Honor Award, Small Project Category, to MAd Studio for "Playful Horizons;" 2014 Boston Society of Architects, Design Award, Unbuilt Category, to MAd Studio for "Playful Horizons;" 2014 Michigan AIA Honor Award, Unbuilt Category, to MAd Studio for "Liquid Planning Detroit;" 2013 Boston Society of Architects, Design Award, Unbuilt Category, to MAd Studio for "Liquid Planning Detroit"

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ARVAI, JOSEPH Professor, School for Environment and Sustainability, Stephen M. Ross School of Business (tenured); Director, Erb Institute for Global Sustainable Enterprise
Education: B.S., University of British Columbia, 1995; M.S., University of British Columbia, 1997; Ph.D., University of British Columbia, 2001
Academic Experience: Assistant Professor, The Ohio State University, 2001-2005; Assistant/Associate Professor, Michigan State University, 2006-2010; Associate/Full Professor, University of Calgary, 2011-2015; Professor, University of Michigan, 2015-present
Overseas Experience: Costa Rica
Foreign Language Proficiency: Hungarian (5)
Instructional Content Area Expertise: 15%
Number of Area Studies Courses Taught: 2. Examples: Triple-Bottom Line Seminar; Decision-Making for Sustainability
Research and Training Specialization: Risk and decisions sciences, environment and developing communities, energy transitions
Number of Recent Publications: 1 co-edited volume, 3 co-authored journal articles. Selected Examples: *Effective Risk Communication*, co-edited with L. Rivers. New York: Routledge, 2014; “Structuring International Development Decisions: Confronting Tradeoffs between Land-use and Community Development in Costa Rica,” co-authored with D. Kellon, R. León, R. Gregory, and R. Richardson, in *Environmental Systems and Decisions* 34, 224-236, 2014; “Motivating Sustainable Food Choices: The Role of Nudges, Value Orientation, and Information Provision,” co-authored with V. Campbell-Arva and L. Kalof. *Environment and Behaviour* 46, 453-475, 2014; “Consider the full impacts of oil-sands development,” co-authored with W.J. Palen, T.D. Sisk, M.E. Ryan, J.L. M. Jaccard, A. Salomon, T. Homer-Dixon, and K.P. Lertzman. *Nature* 510, 465-467, 2014.
Number of Dissertations/Theses Supervised in the Past 5 Years: 17
Distinctions: Appointed Max McGraw Professor of Sustainable Enterprise, University of Michigan, 2015; Leopold Leadership Fellow, Stanford University and the Woods Institute for the Environment, 2011; Appointed Svare Chair in Applied Decision Research, University of Calgary, 2011

BAYLIN, ANA Associate Professor, Nutritional Sciences, Epidemiology, Global Health (tenured)
Education: M.D., University of Alcalá de Henares, Spain, 1993; M.P.H., National School of Public Health, Spain, 1994; M.S., Harvard University, 1999; Dr.P.H., Harvard University, 2002
Academic Experience: Postdoctoral Research Fellow, Harvard University, 2002-2003; Assistant Professor, Brown University, 2006-2009; Assistant/Associate Professor, University of Michigan, 2009-present
Overseas Experience: Colombia, Costa Rica, Brazil
Foreign Language Proficiency: Spanish (3)
Instructional Content Area Expertise: 50%
Number of Area Studies Courses Taught: 2. Examples: Controversial topics in the role of nutrition on chronic disease; Nutritional epidemiology
Research and Training Specialization: Emerging burden of chronic disease in developing countries
Number of Recent Publications: 5 co-authored journal articles. Selected Examples: “Red meat intake is positively associated with non-fatal acute myocardial infarction in the Costa Rica Heart Study,” co-authored with D. Wang and H. Campos. *British Journal of Nutrition*, 118(4), 303-311, 2017; “Red meat consumption and risk of nonfatal acute myocardial infarction: results from a population-based case-control study in Costa Rica,” co-authored with D. Wang and H. Campos. *Circulation*, 27, 2016; “Trans-fatty acids in cooking oils in Bogotá, Colombia: changes in the food supply from 2008 to 2013,” co-authored with M. Moynihan, E. Villamor, C. Marin, M. Mora-Plazas, and H. Campos, *Public Health Nutrition*, 18(18), 3260-3264, 2015.
Number of Dissertations/Theses Supervised in the Past 5 Years: 10
Distinctions: Fellow, American Heart Association, 2012; Rothman Epidemiology prize, Epidemiology, 2007; Salomon Award, Brown University, 2007

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

BECK, ROBIN Associate Professor, Anthropology (tenured)

Education: B.A., University of North Carolina, 1991; M.A., University of Alabama, 1997; Ph.D., Northwestern University, 2004

Academic Experience: Assistant Professor, University of Oklahoma, 2006-2009; Assistant/Associate Professor, University of Michigan, 2010-present

Overseas Experience: Bolivia

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: 3. Examples: Early Civilizations; Methods in Prehistoric Iconography; Complex Societies in Southeastern Archaeology

Research and Training Specialization: Archaeology of death and burial, archaeology of South America, prehistoric iconography, archaeology and ethnohistory of complex societies in Eastern North America and the Andes of Bolivia and Peru, early colonial encounters

Number of Recent Publications: 1 co-authored monograph, 1 single-authored monograph, 1 single-authored book chapter: *Fort San Juan and the Limits of Empire: Colonialism and Household Practice at the Berry Site*, co-authored with Christopher B. Rodning, and David G. Moore. Gainesville: University Press of Florida, 2016; *Chiefdoms, Collapse, and Coalescence in the Early American South*. Cambridge: Cambridge University Press, 2013; "Appropriating Community: Platforms and Power on the Formative Taraco Peninsula, Bolivia," in *From Prehistoric Villages to Cities: Settlement Aggregation and Community Transformation*. Jennifer Birch (ed.). Abingdon: Routledge, 87-110, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 12

Distinctions: National Geographic Society Research and Exploration Grant, 2014; National Science Foundation Research Grant, 2007; C.B. Moore Award, Harvard University, 2006; President's Fellowship, Northwestern University, 2002-2004; Dissertation Year Fellowship, Northwestern University, 2002-2004, Outstanding Thesis Award, University of Alabama, 1998

BEHAR, RUTH Professor, Anthropology (tenured)

Education: B.A., Wesleyan University, 1977; M.A., Princeton University, 1980; Ph.D., Princeton University, 1983

Academic Experience: Associate/Full Professor, University of Michigan, 1989-present

Overseas Experience: Spain, Mexico, Cuba, Argentina

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: Issues in Race and Ethnicity: Cuba and its Diaspora; Topics in Sociocultural and Linguistic Anthropology: Travelling Home; Blurred Genes: Autobiography, Fiction and Ethnography

Research and Training Specialization: Popular religion, women's studies, and life histories; contemporary Cuban culture since the Revolution; Jewish immigration to Cuba; cultural anthropology of Spain and Mexico

Number of Recent Publications: 1 novel, 1 memoir. Selected Examples: *Lucky Broken Girl*. Nancy Paulsen Books, 2017; *Traveling Heavy: A Memoir in Between Journeys*. Durham: Duke University Press, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 15

Distinctions: 2018 Pura Belpré Author Award; Doctor of Humane Letters, honoris causa, Jewish Institute of Religion, Hebrew Union College, 2012; Victor Haim Perera Collegiate Professorship of Anthropology, University of Michigan, 2010-present; Circle Award, La Celebracion Latina, Office of Academic Multicultural Initiatives, University of Michigan, 2010; Fulbright Senior Fellowship, Buenos Aires, Argentina, 2006; John Simon Guggenheim Memorial Foundation Award, 1995; MacArthur Foundation Fellow, 1988

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

BOISSERON, BENEDICTE Associate Professor, Afro-American and African Studies (tenured)

Education: M.A., Université Denis Diderot; Ph.D., University of Michigan, 2006

Academic Experience: Assistant/Associate Professor, University of Montana, 2006-2017; Associate Professor, University of Michigan, 2018-Present

Overseas Experience: Haiti, Martinique, Guadeloupe

Foreign Language Proficiency: French (5)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 2. Examples: Introduction to Africa and its Diaspora; Seminar in Black World Studies

Research and Training Specialization: Literatures and cultures from the French Antilles (Haïti, Martinique, and Guadeloupe), 'black diaspora,' connections between French continental, French Caribbean, and African-American thought

Number of Recent Publications: 1 single-authored monograph, 2 single-authored journal articles: *Creole Renegades: Rhetoric of Betrayal and Guilt in the Caribbean Diaspora*. Gainesville: University Press of Florida, 2014; "In Search of Annie Drew: Jamaica Kincaid's Mother and Muse, by Daryl Cumber Dance." *New West Indian Guide/Nieuwe West-Indische Gids* 92(1-2) 158-159, 2018; "Afro-Dog." *Transition* 118(1), 15-31, 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: 2

Distinctions: 2015 winner of the Nicolás Guillén Outstanding Book Award from the Caribbean Philosophical Association

BRANCH, JOHN Clinical Assistant Professor, Stephen M. Ross School of Business (non-tenured)

Education: B.E.Sc., University of Western Ontario, 1990; M.B.A., University of New Brunswick, 1993; M.A.Ed., Washington University in Saint Louis, 2003; Ph.D., University of Cambridge, 2004; Ed.D., University of Michigan-Dearborn, 2017

Academic Experience: Professor, Bishkek International School of Management, Kyrgyzstan, 1993; Assistant Professor, Ecole Supérieure de Commerce de Rennes, 1996; Lecturer/Clinical Assistant Professor, University of Michigan, 2006-present

Overseas Experience: Brazil

Foreign Language Proficiency: French (5), Spanish (2), Russian (2), Portuguese (1)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 2. Examples: International Business; Global Practicum: Competitiveness - Brazil

Research and Training Specialization: Digital marketing, emerging and transitional economies

Number of Recent Publications: 1 co-authored monograph, 4 single-authored journal articles. Selected Examples: *Globalisation of Higher Education: Political, Institutional, Cultural, and Personal Perspectives*, co-authored with Anne Horsted, Claus Nygaard, and Krasniqi Besnik. Libri Publishing, 2017; "Institutions and Firm Growth: An Exploratory Study in Kosovo." *Journal of Entrepreneurship*, forthcoming; "Fetishism and Consumer Value." *Qualitative Market Research*, forthcoming; "Understanding in Qualitative Research." *International Journal of Multidisciplinary Research*, forthcoming; "Reflections on Authentic Leadership." *International Journal of Management Research and Business Strategy* 5(1), 1-9. 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Visiting Fellow, University of Cambridge, 2017-2018; Fellow, Global Marketing Network, 2012; Sherwin-Williams Distinguished Teaching Award, 2011

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

BRUSH, BARBARA Professor, School of Nursing and School of Public Health (tenured)
Education: B.S.N., University of Massachusetts Dartmouth, 1979; M.S.N., University of Pennsylvania, 1982; Ph.D., University of Pennsylvania, 1994
Academic Experience: Clinical Preceptor/Clinical Lecturer, University of Pennsylvania, 1984-1995; Assistant Professor, Temple University, 1995-1996; Assistant/Associate Professor, Boston College, 1996-2004; Associate/Full Professor, University of Michigan, 2004-Present
Overseas Experience: Switzerland, Mexico
Foreign Language Proficiency: French (2), Spanish (1)
Instructional Content Area Expertise: 10%
Number of Area Studies Courses Taught: 1. Example: Honors Seminar in International Health and Nursing
Research and Training Specialization: Participatory research, health disparities, family homelessness, international nurse migration and nurse workforce policy
Number of Recent Publications: 3 co-authored journal articles. Selected Examples: “Nursing home patient safety culture perceptions among U.S. and immigrant nurses,” co-authored with L.M. Wagner, N.G. Castle, J.B. Engberg, and Capezuti, E.A. *Journal of Patient Safety*. Published online ahead of print November 4, 2017; “Examining Differences in Nurses' Language, Accent, and Comprehensibility in Nursing Home Settings Based on Birth Origin and Country of Education,” co-authored with L.M. Wagner, N.G. Castle, M. Eaton, and Capezuti, E.A. *Geriatric Nursing* 36(1): 47-51, 2015.
Number of Dissertations/Theses Supervised in the Past 5 Years: 5
Distinctions: Co-PI: “Mexicans and Americans Thinking Together Foundation, Salud: Nuevas Fronteras” 2013-2016 to develop a training program for nursing faculty at the Universidad de Nuevo Leon in Monterrey, Mexico to improve teaching capacity for advanced practice nurse programs and develop an APN program specialty in chronic disease management; 2010 Edna Mae Doyle Teacher of the Year, University of Michigan School of Nursing; 2007 Excellence in Nursing Leadership Award, Sigma Theta Tau, Rho Chapter

BURNHAM, ROBYN Associate Professor and Associate Curator, Ecology and Evolutionary Biology and Paleontology and Earth and Environmental Sciences (tenured)
Education: B.S., University of California-Berkeley, 1980; M.A., University of Washington, 1983; Ph.D., University of Washington, 1987
Academic Experience: Postdoc, Smithsonian Institution, 1988-1989; Curator, New Mexico Museum of Natural History, 1990-1991; Assistant/Associate Professor and Curator, University of Michigan, 1991-present
Overseas Experience: Mexico, Costa Rica, Belize, Peru, Ecuador, Bolivia, Brazil
Foreign Language Proficiency: Portuguese (4), Spanish (3)
Instructional Content Area Expertise: 75%
Number of Area Studies Courses Taught: 2. Examples: Neotropical Plant Families; Lianas and Other Tropical Subjects
Research and Training Specialization: Miocene plant evolution in northern South America, ecology of neotropical lianas
Number of Recent Publications: 3 co-authored journal articles, 1 co-authored book chapter. Selected Examples: “Liana species composition differs in spite of trait similarities in two adjacent forest types in Central Brazil,” co-authored with A.C. Souza-Brito, V.A. Ferraro, Assunção, and A.L.B. Sartori. *International Journal of Tropical Biology*, 65(3), 1215-1225, 2017; “Intercontinental comparison of liana community assemblages with special reference to tropical forests in Ghana and Malaysia,” co-authored with P. Addo-Fordjour, and Z.B. Rahmad. *Journal of Plant Ecology*, 2016; “Liana avoidance in trees: Trees combine traits to be more effective,” co-authored with J.C. Sfair, A.L.C. Rochelle, A. A. Rezende, J. van Melis, V. de L. Weiser and F.R. Martins. *Tropical Ecology* 57(3), 559-566, 2016; “Caracterização florística de lianas do Parque Estadual Cristalino,” co-authored with M.C. Vilela dos Santos, L.F. Barbosa, R. de S. Carpanedo, and D. de J. Rodrigues, in D.J. Rodrigues et al. (eds.), in *Biodiversidade do Parque Estadual Cristalino*. Sinop (MT): Áttema Editorial, 2015.
Number of Dissertations/Theses Supervised in the Past 5 Years: 6
Distinctions: 2014 Ecological Society of America Cooper Award; 2010 National Geographic Society Liana Censuses near Manaus, Brazil; 2009 CTFS Award for Liana Censuses of the Manaus, Brazil CTFS Plot

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

CALVO-QUIROS, WILLIAM Assistant Professor, American Culture (tenure track)

Education: B.A., Costa Rica Institute of Technology, 1996; M.S.D., Arizona State University, 2003; M.A., University of California-Santa Barbara, 2009; Ph.D., Arizona State University, 2011; Ph.D., University of California-Santa Barbara, 2014

Academic Experience: Postdoctoral Fellow, University of Michigan, 2014-2015; Assistant Professor, University of Michigan, 2015-present

Overseas Experience: Mexico, Costa Rica

Foreign Language Proficiency: Spanish (5), Italian (4)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: Inter Latino Studies-Latina/o Methodologies; Latina/o Art and Aesthetics in America; Latinas in the United States; Chicana and Chicano Oral Traditions

Research and Training Specialization: American studies; design, space, and aesthetics studies, material culture and consumption studies, speculative fiction studies, urban planning and product development, latina/o folklore, spirituality, gender and sexuality studies

Number of Recent Publications: 2 single-authored journal articles, 1 single-authored book chapter: "The Emancipatory Power of the Imaginary: Defining Chican@ Speculative Productions." *Aztlán: A Journal of Chicano Studies* 41(1), 155-170, 2016; "Sal Castro: Thank You Maestro." *Aztlán: A Journal of Chicano Studies* 39(2), 155-165, 2014; "Chupacabras: The Strange Case of Carlos Salinas de Gortari and his Transformation into the Chupatodo," in *Crossing the Borders of the Imagination*. María del Mar Ramón Torrijos (ed.), 95-108. Madrid: Instituto Franklin de Estudios Norteamericanos, Universidad de Alcalá, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Provost's Teaching Innovation Prize, University of Michigan, 2017; Notable Faculty Award, Chi Upsilon Sigma National Sorority, Inc., 2016

CAULFIELD, SUEANN Associate Professor, History and Residential College (tenured)

Education: B.A., University of California-Berkeley, 1985; M.A., New York University, 1988; Ph.D., New York University, 1994

Academic Experience: University of Michigan, 1996-present

Overseas Experience: Brazil, Costa Rica, Ecuador

Foreign Language Proficiency: Portuguese (5), Spanish (5), French (1), Italian (1)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: The History of Inter-American Human Rights Law; Issues in Race and Ethnicity; Gender, Sexuality, and International Human Rights Law; Latin America: The National Period

Research and Training Specialization: Modern Brazilian history, gender and sexuality, race and ethnicity in Latin America

Number of Recent Publications: 2 single-authored monographs, 1 single-authored journal article, 1 single-authored book chapter. Selected Examples: "Gênero e sexualidade no Brasil: História e historiografia." Book manuscript under preparation for Editora Fundação Getúlio Vargas, Livro do Bolso series, forthcoming; "Stretching the Boundaries of Legitimacy: The Transformation of Brazilian Families in the Twentieth Century." Book manuscript, forthcoming; "Jesus v. Jesus: Legitimacy Law, Patronage Networks, and the Transfer of Patrimony in a Late-Nineteenth-Century African-Bahian Family," under review, *Hispanic American Historical Review*, forthcoming; "Gender and Sexuality in Brazil since Independence." In *The Oxford Research Encyclopedia of Latin American History*. New York: Oxford University Press, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: National Council for Scientific and Technological Development Distinguished Foreign Faculty Fellowship, 2014; Human Rights Faculty Teaching Fellowship, UM Center for International and Comparative Studies, 2011-2012; National Endowment for the Humanities Research Fellowship, 2010-2011

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

CHATTERS, LINDA Professor, Social Work, Public Health (tenured)

Education: B.A., University of California-Berkeley, 1975; Ph.D., University of Michigan, 1983

Academic Experience: Assistant Professor, Brandeis University, 1985-1988; Assistant/Associate/Full Professor, University of Michigan, 1988-present

Overseas Experience: Caribbean

Foreign Language Proficiency: None

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Multiculturalism and Health Education; Reducing Racial/Ethnic Health Disparities

Research and Training Specialization: Religious involvement and well-being, social support networks of adult/elderly African Americans, intergenerational family relations, families and health

Number of Recent Publications: 3 co-authored journal articles: "Extended family support networks of Caribbean black adults in the United States," co-authored with R.J. Taylor, I. Forsythe-Brown, and K.D. Lincoln. *Journal of Family Issues* 38(4), 522-546, 2017; "Family and friendship networks and obsessive-compulsive disorder among African Americans and Black Caribbeans," co-authored with J.A. Himle, R.J. Taylor, A.W. Nguyen, M.T. Williams, K.D. Lincoln, and H.O. Taylor. *The Behavior Therapist* 40(30), 99-105, 2017; "Church-based exchanges of informal social support among African Americans," co-authored with R. J. Taylor, K.D. Lincoln, and A.T. Woodward, A. T. *Race and Social Problems* 9(1), 53-62, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: 2

Distinctions: Paula Allen-Meares Collegiate Professorship in Social Work, School of Social Work, University of Michigan, 2017; Harold R. Johnson Diversity Service Award, University of Michigan, 2015; Fellow, Gerontological Society of America, 2004

CHECKOWAY, BARRY Professor, Social Work, Urban Planning (tenured)

Education: B.A., Wesleyan University, 1969; M.A., University of Pennsylvania, 1971; Ph.D., University of Pennsylvania, 1977

Academic Experience: Assistant Professor, University of Illinois, 1976-1982; Professor, Hebrew University of Jerusalem, 1990; Professor, University of Michigan, 1990-present

Overseas Experience: Argentina, Chile, Costa Rica, Mexico, Peru

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 3. Examples: Concepts and Techniques of Civil Rights; Community Development; Youth Empowerment

Research and Training Specialization: Community-based initiatives to promote health in Latin America; community organization

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: "Engaging suburban students in dialogues on diversity in a segregated metropolitan area," co-authored with T. Lipa, E. Vivyan, and S. Zurvalec. *Education and Urban Society*, 28, 1-15, 2016; "Dialogic pedagogy for youth participatory action research: Facilitation of an Intergroup Empowerment Program," co-authored with A. Aldana and K. Richards-Schuster. *Journal of Social Work with Groups* 39, 339-358, 2016; "Four forms of youth civic engagement for diverse democracy," co-authored with Aldana, A. *Children and Youth Services Review* 35, 1884-1899, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 5

Distinctions: Research Council Award, University of Illinois, 1981; Fellowship in Interdisciplinary Planning, University of Illinois, 1979, Health Service Award, Eta Sigma Gamma, 1979

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

CIORCIARI, JOHN Associate Professor, Public Policy (tenured)

Education: A.B., Harvard University, 1995; J.D., Harvard University, 1998; M.Phil., University of Oxford, 2002; D.Phil., University of Oxford, 2007

Academic Experience: Assistant/Associate Professor, University of Michigan, 2009-present

Overseas Experience: Global South, Southeast Asia

Foreign Language Proficiency: French (4), Italian (3), Spanish (3), German (1), Japanese (1), Khmer (1), Chinese (1), Malay (1)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 3. Examples: Peacebuilding: Law, Diplomacy and the Transition from Conflict; Values and Ethics in Public Policy; Politics, Political Institutions, and Public Policy

Research and Training Specialization: International law and politics, Global South

Number of Recent Publications: 1 single-authored monograph; 1 single-authored journal article, 1 single-authored book chapter, 1 single-authored working paper: *Hybrid Justice: The Extraordinary Chambers in the Courts of Cambodia*. Ann Arbor: University of Michigan Press, 2014; "Nationalist Protests, Government Responses, and the Risk of Escalation in Interstate Disputes." *Security Studies* 25(3), 2016; "China's Influence in Asian Monetary Policy Affairs," in *Rising China's Influence in Developing Asia*. Evelyn Goh (ed.). Oxford: Oxford University Press, 2016. "Archiving Memory after past Atrocities," Rapoport Center Human Rights Working Paper Series, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: Andrew Carnegie Fellowship, 2015-2017; Bernard Schwartz Associate Fellow, Asia Society, 2011-present; Meritorious Service Award, U.S. Treasury Department, 2007

COLAS, SANTIAGO Associate Professor, Comparative Literature, Residential College (tenured)

Education: B.A., University of Wisconsin, 1987; Ph.D., Duke University, 1991

Academic Experience: Assistant Professor, University of California-Los Angeles, 1991-1992; Assistant/Associate Professor, University of Michigan, 1992-present

Overseas Experience: Argentina, Mexico

Foreign Language Proficiency: Spanish (5), French (4), Italian (1), Portuguese (1)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 3. Examples: Global Sport Cultures; The Cultures of Basketball; Sport as Art

Research and Training Specialization: 19th and 20th century literature of Argentina, Central America, and the Caribbean

Number of Recent Publications: 1 single-authored monograph, 1 single-authored journal article, 1 single-authored book chapter. Selected Examples: *Ball Don't Lie! Myth, Genealogy and Invention in the Cultures of Basketball*. Philadelphia: Temple University Press, 2016; "The Meanings of Manu: Race, Class, and Globalization in the National Basketball Association," in *Sports and Nationalism in Latin/o America*. Robert Irwin and Hector Fernández (eds.). New York: Palgrave, 2015; "Getting Free: The Arts and Politics of Basketball Modernity," *Journal of Sport and Social Issues* 39(4), 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 3

Distinctions: Associate Professor Support Fund Award, University of Michigan, 2014; Michigan Humanities Award, 2009; Contemplative Practice Fellowship, American Council of Learned Societies and the Center for Contemplative Mind in Society, 2006

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

COOLICAN, MARIA Clinical Assistant Professor, Education (non-tenure track)

Education: B.A., University of Virginia, 1987; M.Ed., George Washington University, 1990; Ph.D., University of Michigan, 1996

Academic Experience: Lecturer/Clinical Assistant Professor, University of Michigan, 1997-present

Overseas Experience: Italy, France, UK

Foreign Language Proficiency: French (4), Spanish (2)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Introduction to Ann Arbor Languages Partnership I and II

Research and Training Specialization: Second language acquisition theory and practices, student teacher learning and development, and the role and phenomenon of failure in preservice teacher education

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Ann Arbor Public Schools grant to establish Ann Arbor Language Partnership in 2008 (and still ongoing), which is a project supported by LACS for UM students to train as Language Teaching Assistants and teach Spanish language and culture to 3rd and 4th graders in Ann Arbor.

COURET, NILO Assistant Professor, Spanish (RLL) (tenure track)

Education: B.A., Columbia University, 2005; Ph.D., M.A., University of Iowa, 2013

Academic Experience: Assistant Professor, Spanish (RLL), and Screen Arts and Cultures, 2014-present.

Overseas Experience: Venezuela

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: The Imaged City: Modern Latin American Urban Culture in Film, Chronicle, and Fiction; Afraid of the Dark: Latin American Horror Cinema; Latin America in Hollywood; Double Exposures: Documentary and Non-Fiction Film in Latin America

Research and Training Specialization: Latin American cinema and popular culture; early sound cinema in Latin America; theories of film, television and new media; postcolonial studies; trauma studies and affect theory

Number of Recent Publications: 1 single-authored monograph; 1 single-authored journal article. Selected Example: *Mock Classicism: Latin American Film Comedy, 1930–1960*. Oakland: University of California Press, 2018. “The revolution was (over)televised : reconstructing the Venezuelan media coup of 11 April 2002,” *Journal for the Study of Race, Nation and Culture* 19(3-4), 501-512, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Fulbright US Scholar to Federal University Fluminense, Brazil (2015-2016).

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

CREARY, MELISSA Assistant Professor, School of Public Health (tenure track)

Education: B.S., Emory University, 2000; M.P.H., Emory University, 2004; Ph.D., Emory University, 2016

Academic Experience: Health Scientist, Centers for Disease Control, 2008-2013; Assistant Professor, University of Michigan, 2016-present

Overseas Experience: Brazil

Foreign Language Proficiency: Portuguese (3)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Race, Ethnicity, Culture, and Health Policy; History, Race, and Disease

Research and Training Specialization: Intersection of public health, science and technology studies, and medical anthropology; social, cultural, ethical, political and historic tensions of sickle cell disease (SCD) in both the United States and Brazil

Number of Recent Publications: 1 single-authored journal article, 3 co-authored journal articles: "Biocultural citizenship and embodying exceptionalism: Biopolitics for sickle cell disease in Brazil." *Social Science and Medicine*, 2017; "Perspectives and Practices of Athletic Trainers and Team Physicians Implementing the 2010 NCAA Sickle Cell Trait Screening Policy," co-authored with M. A. McDonald, J. Powell, L. A. Daley, C. Baker, and C. D. Royal. *Journal of Genetic Counseling*, 2017; "State-based surveillance for selected hemoglobinopathies," co-authored with M. Hulihan, L. Feuchtbaum, L. Jordan, R. Kirby, A. Snyder, W. Young, et al. *Genetics in Medicine*, 2014; "A study of prospective surveillance for inhibitors among persons with haemophilia in the United States," co-authored with J. M. Soucie, C. H. Miller, F. M. Kelly, A. B. Payne, P. L. Bockenstedt, and A. T. Neff. *Haemophilia* 20(2), 230-237, 2014; "Acknowledging Levels of Racism in the Definition of 'Difficult,'" co-authored with A. Eisen. *The American Journal of Bioethics* 13(4), 16-18, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: National Advocate Champion Award, Sickle Cell Disease Association of America, 2014; Matthew Lee Girvin Young Alumni Award, Rollins School of Public Health, Emory University, 2011; CDC and ATSDR Honor Award, Centers for Disease Control and Prevention, 2010

DE LEÓN, JASON Associate Professor, Anthropology (tenured)

Education: B.A., University of California-Los Angeles, 2001; M.A., Pennsylvania State University, 2004; Ph.D., Pennsylvania State University, 2008

Academic Experience: Assistant/Associate Professor, University of Michigan, 2010-present

Overseas Experience: Mexico, Central America

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 1: Doing Photoethnography; Introduction to Anthropology; Anthropology of Undocumented Migration; Archaeology of the Contemporary; Materiality and Violence; Violence and Suffering

Research and Training Specialization: Materiality, violence, suffering, migration, US/Mexico border, and Latin America

Number of Recent Publications: 1 single-authored monograph, 1 single-authored book chapter, 1 single-authored journal article, 2 co-authored journal articles. Selected Examples: "The New Colossus: Contextualizing and Historicizing Fragments of 21st Century Undocumented Migration." In *Many Voices, One Nation: A Material History of the Peopling of America*. M. Salazar-Porzio and J. Fragaszy Troyano (eds.). Washington DC: Smithsonian Institution Scholarly Press, 257-267, 2017; "Surveilling Surveillance: Countermapping the US-Mexico Borderlands of Undocumented Migration," co-authored with H. Stewart, I. Ostericher, C. Gokee. *Journal of Contemporary Archaeology* 3(2), 159-174, 2017; "By the Time I Get to Arizona': Citizenship, Materiality, and Contested Identities along the U.S.-Mexico Border," co-authored with C. Gokee, and A. Schubert. *Anthropological Quarterly* 88(2), 445-479, 2015; "Undocumented Migration, Use-Wear, and the Materiality of Habitual Suffering in the Sonoran Desert." *Journal of Material Culture* 18(4), 1-32, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 15

Distinctions: MacArthur Foundation Fellow, 2017; Award for Outstanding Contributions to Undergraduate Education in Race and Ethnicity Instruction, University of Michigan, 2017; Margaret Mead Award, American Anthropological Association and the Society for Applied Anthropology, 2016; Weatherhead Fellowship, School for Advanced Research, 2013

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

DEARDORFF, ALAN Professor, Economics, Public Policy (tenured)

Education: B.S., Stanford University, 1966; M.A., Cornell University, 1969; Ph.D., Cornell University, 1971

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1971-present; Chair, Department of Economics, University of Michigan, 1991-1995

Overseas Experience: Sweden, Germany, Taiwan, Indonesia, Malaysia, Australia

Foreign Language Proficiency: German (1)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: None

Research and Training Specialization: International trade and trade policy

Number of Recent Publications: 1 single-authored monograph, 3 single-authored journal articles. Examples:

Terms of Trade: Glossary of International Economics Singapore: World Scientific Publishers, 2014; “Local Import Competition in a Lumpy Country.” *Frontiers of Economics in China* 13(1), 2018; “What Do We (and Others) Mean by ‘The Terms of Trade.’” *Turkish Economic Review* 3(2), 281-291, 2016; “Local Comparative Advantage: Trade Costs and the Pattern of Trade,” *International Journal of Economic Theory* 10(1), 9-35, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 15

Distinctions: President, Midwest Economics Association, 2015-2016

DEYOUNG, BILL Professor, School of Music, Theatre and Dance (tenured)

Education: B.A., San Diego State College, 1970; B.F.A., California Institute of the Arts, 1972; M.F.A., California Institute of the Arts, 1973

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1984-present

Overseas Experience: Costa Rica, Mexico, Venezuela, Chile

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: None

Research and Training Specialization: Dance, choreography in cultural contexts, Costa Rica

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: 3

Distinctions: Regional Dance America Choreography Award, 1999; Faculty Recognition Award, University of Michigan, 1996; Fulbright Senior Lecture and Research Fellowship, for research in Costa Rica, 1992

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

DOLINOY, DANA Associate Professor, Public Health (tenured)

Education: B.A., Duke University, 1998; M.S., Harvard University, 2003; Ph.D., Duke University, 2007

Academic Experience: Postdoctoral Fellow, Duke University, 2007-2008; Assistant/Associate Professor, University of Michigan, 2008-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (2)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Environmental Epigenetics and Public Health; Genomics and Epigenomics in Environmental Health

Research and Training Specialization: Nutritional and environmental factors and their interaction with epigenetic gene regulation to shape health and disease

Number of Recent Publications: 1 co-edited volume, 1 co-authored journal article: *Early life exposures and the epigenome - interactions between nutrients and the environment: Role of Nutrition and Metabolism on Epigenetic Regulation*, co-edited with E.H Archelwicz, O.S. Anderson, Emily Ho and Frederick Domann. Taylor and Francis Group, CRC Press, 2014; "Sexually dimorphic effects of early-life exposures to endocrine disruptors: sex-specific epigenetic reprogramming as a potential mechanism," co-authored with McCabe, C., Anderson, O.S., Montrose, L., Neier, K. and Dolinoy, D.C.. *Current Environmental Health Report* 4(4), 426-438, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: ASPH/Pfizer Young Investigator's Award for Distinguished Research in Public Health, 2012; Norman Kretchmer Memorial Award in Nutrition and Development, American Society for Nutrition, 2011

DOMINGUEZ, KATHRYN Professor, Public Policy, Economics (tenured)

Education: A.B., Vassar College, 1982; Ph.D., Yale University, 1987

Academic Experience: Assistant/Associate Professor, Harvard University, 1987-1997; Associate/Full Professor, University of Michigan, 1997-present

Overseas Experience: China, Ireland, France, Switzerland

Foreign Language Proficiency: None

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 3. Examples: Principles of Finance and Global Financial Markets; International Financial Policy; Global Macroeconomics

Research and Training Specialization: International financial markets and macroeconomics, financial crisis in Argentina, currency crises in Mexico and Venezuela

Number of Recent Publications: 1 single-authored journal article, 2 co-authored journal articles. Selected Examples: "Exchange Rate Implications of Reserve Changes: How Non-EZ European Countries Fared during the Great Recession." *Comparative Economic Studies* 56, 229-252, 2014; "Do Sales of Foreign Exchange Reserves Lead to Currency Appreciation?," co-authored with Rasmus Fatum and Pavel Vacek. *Journal of Money, Credit and Banking* 45(5), 867-890, 2013; "Forecasting the Recovery from the Great Recession: Is This Time Different?," co-authored with Matthew D. Shapiro. *American Economic Review Papers and Proceedings* 103(3), 147-152, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 2

Distinctions: Nominee for Governor of the U.S. Federal Reserve System, 2015-2016; Dean's Teaching Award, John F. Kennedy School of Government, Harvard University, 1996; Research Fellowship, Board of Governors of the Federal Reserve System, 1985

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

DORIS, DAVID Associate Professor, Afroamerican and African Studies, History of Art, Art (tenured)
Education: B.A., Long Island University, 1983; M.A., Hunter College, 1993; M.A., Yale University, 1996; M.Phil., Yale University, 1998; Ph.D., Yale University, 2002
Academic Experience: Assistant/Associate Professor, University of Michigan, 2003-present
Overseas Experience: Nigeria
Foreign Language Proficiency: Yoruba (5), French (5), Spanish (2)
Instructional Content Area Expertise: 20%
Number of Area Studies Courses Taught: 2. Examples: Seminar in Black World Studies: Power Objects; Black Atlantic Expressive Cultures: Vision and Time
Research and Training Specialization: History of African arts and visual culture, Yoruba visual culture
Number of Recent Publications: 1 single-authored journal article. Examples: “Oriki for Robert Farris Thompson.” *African Arts* 50(3), 62-81, 2017.
Number of Dissertations/Theses Supervised in the Past 5 Years: 5
Distinctions: Melville J. Herskovits Award, African Studies Association, 2012; Getty Residential Fellowship, Getty Research Institute, 2006-2007

DOWD, GREGORY Professor, History, American Culture (tenured)
Education: B.A., University of Connecticut, 1978; M.A., Princeton University, 1982; Ph.D., Princeton University, 1986
Academic Experience: Assistant/Associate Professor, University of Notre Dame, 1987-2002; Professor, University of Michigan, 2002-present
Overseas Experience: South Africa, Scotland
Foreign Language Proficiency: None
Instructional Content Area Expertise: 20%
Number of Area Studies Courses Taught: 3. Examples: What is an American?; American Indian History; Indigeneity and “Anglo” Settlers
Research and Training Specialization: Native-American history, early-American history
Number of Recent Publications: 1 single-authored monograph, 1 single-authored journal article. Selected Examples: “Indigenous Catholicism and St. Joseph Potawatomi Resistance in 'Pontiac's War,' 1763-1766.” *Ethnohistory* 63, 143-166, 2016; *Groundless: Rumors, Legends, and Hoaxes on the Early American Frontier*. Baltimore: Johns Hopkins University Press, 2015.
Number of Dissertations/Theses Supervised in the Past 5 Years: 8
Distinctions: Senior Fellow, Michigan Society of Fellows, University of Michigan, 2015; Helmut F. Stern Professor, Institute for the Humanities Faculty Fellowship, University of Michigan, 2005-2006; Inaugural Kaneb Teaching Award, University of Notre Dame, 1999

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

DWORKIN, STEVEN Professor, Spanish (RLL) (tenured)

Education: B.A., Carleton University, 1968; M.A., University of Illinois, 1969; Ph.D., University of California-Berkeley, 1974

Academic Experience: Assistant Professor, Arizona State University, 1975-1979; Assistant/Associate/Full Professor, University of Michigan, 1979-present

Overseas Experience: Latin American, Spain

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 4. Examples: Background of Modern Spanish; Introduction to the Romance Languages; Concept and Nature of a Language Family: The Romance Languages

Research and Training Specialization: History of the Spanish language, with emphasis on the evolution over time of the Spanish lexicon, the nature of language change, New World Spanish

Number of Recent Publications: 1 single-authored monograph. Selected Examples: *A History of the Spanish Lexicon: A Linguistic Perspective*. Oxford, Oxford University Press, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: 5

Distinctions: Getty Residential Fellowship, Getty Research Institute, 2006-2007; Roy Siever Memorial Award for Outstanding Dissertation in the History of African Art, Arts Council of the African Studies Association, 2004

EAGLE, MEGAN Clinical Instructor, School of Nursing (non-tenure track)

Education: B.A., Brown University, 1988; M.S.N., University of California-San Francisco, 1995; M.P.H., University of Michigan, 2013

Academic Experience:

Overseas Experience: Ecuador

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 1: Global Health in Quito

Research and Training Specialization: Primary health care services to underserved populations, risk of maternal mortality in rural Ecuador, health promotion in Ecuador

Number of Recent Publications: 3 co-authored journal articles: "Lessons learned from examining after hours call patterns in two nurse-managed health centers," co-authored with Marvicsin, D., Munro, M., Harlow-Rosentraub, K., Pohl, J. *The Journal for Nurse Practitioners*, 2015; "Rural origin and exposure drives Ghanaian midwives reported future practice," co-authored with J.R. Lori, L. Livingston, S. Rominski, E. Nakua, P. Ageyi-Baffour. *African Journal of Reproductive Health* 18(3), 84-89, 2014; "Youth bullying: implications for primary care providers," co-authored with D. Marvicsin and N. Boucher. *The Journal for Nurse Practitioners*, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Preceptor Gold Star Award, National Organization of Nurse Practitioner Faculties, 2008; Nightingale Award for Nursing: Advanced Nurse Practice, Oakland University School of Nursing, 2006; National Health Service Corps Scholar, 1992-1995

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

EISENBERG, JOSEPH Professor, Public Health (tenured)

Education: B.S., University of California-Berkeley, 1982; M.S., University of California-Berkeley, 1986; M.P.H., University of California-Berkeley, 1991; Ph.D., University of California-Berkeley, 1992

Academic Experience: Postdoctoral Fellow, National Science Foundation, 1994-1996; Adjunct Assistant/Associate Professor, University of California-Berkeley, 1998-2005; Assistant/Associate/Full Professor, University of Michigan, 2006-present

Overseas Experience: Ecuador

Foreign Language Proficiency: Spanish (3)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 3. Examples: Field Methods in Developing Countries; Environmental Determinants of Infectious Disease; Introduction to Epidemiology

Research and Training Specialization: Andes, infectious disease epidemiology, water quality

Number of Recent Publications: 4 co-authored journal articles: “Unexpected distribution of *qnrB* gene in *E. coli* isolates from different origins in Ecuador,” co-authored with P. Armas-Freire, G. Trueba, C. Proaño-Bolaños, D. Levy, L. Zhang, L., and C. Marrs. *International Microbiology: The Official Journal of the Spanish Society for Microbiology* 18(2), 85–90, 2015; “Spatial Variability of *Escherichia coli* in Rivers of Northern Coastal Ecuador,” co-authored with G. Rao, D. Kleinbaum, W. Cevallos, G. Trueba, and K. Levy. *Water* 7, 818-832, 2015; “Ask when - not just whether - it’s a risk: How regional context influences local causes of diarrheal disease,” co-authored with J. Goldstick, and J. Trostle. *American Journal of Epidemiology* 179(10), 1247-1254, 2014; “Heavy rainfall events and diarrhea incidence: The role of social and environmental factors,” co-authored with E. Carlton, J. Goldstick, W. Cevallos, J. Trostle, and K. Levy. *American Journal of Epidemiology*, 179(3), 344-52, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: John G. Searle Professor of Public Health

EISENBERG, MARISA Associate Professor, Epidemiology (tenured); Assistant Professor Mathematics (tenure track)

Education: B.S., University of California-Los Angeles, 2003; M.S., University of California-Los Angeles, 2007; Ph.D., University of California-Los Angeles, 2009

Academic Experience: Postdoctoral Fellow, Ohio State University, 2009-2012; Assistant Professor, University of Michigan, 2012-present

Overseas Experience: Haiti, Liberia

Foreign Language Proficiency: None

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: 1. Example: Advanced Infectious Disease Epidemiology

Research and Training Specialization: Mathematical biology, infectious disease, cholera, waterborne disease

Number of Recent Publications: 4 co-authored journal articles: “Changing Burial Practices Explain Temporal Trends in the 2014 Ebola Outbreak,” co-authored with M. Hayashi. *arXiv preprint*, 2017; “Modeling spatial invasion of Ebola in West Africa,” co-authored with J. D’Silva. *Journal of Theoretical Biology* 428, 65-75, 2017; ““Ebola kills generations”: Qualitative discussions with Liberian healthcare providers,” co-authored with S. Bell, M. Munro-Kramer, G. Williams, P. Amarah, and J. Lori. *Midwifery* 45, 44-49, 2017.; “Examining rainfall and cholera dynamics in Haiti using statistical and dynamic modeling approaches,” co-authored with G. Kujbida, A. Tuite, D. Fisman, J. Tien. *Epidemics* 5(4), 197-207, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 11

Distinctions: NIH Grant, 2015; Proctor and Gamble Award, 2014

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

EKOTTO, FRIEDA Professor, French (RLL), Comparative Literature, Afroamerican and African Studies (tenured)
Education: B.A., The Colorado College, 1986; M.A., University of Minnesota, 1989; Ph.D., University of Minnesota, 1994

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1994-present

Overseas Experience: Francophone Caribbean

Foreign Language Proficiency: French (5), Spanish (3)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 4. Examples: New Thinkers of the Global South; Interdisciplinary Approaches to African American Studies; Seminar: Interdisciplinary Approaches to Literature; Non-Western Homosexualities: Framing Same Sex Love in 21st Century Literary Texts and Films

Research and Training Specialization: French and Francophone literature, including Caribbean; 20th century narratives and theater; Francophone cinema

Number of Recent Publications: 1 co-edited book, single-authored book chapter, 1 co-curated exhibit: *Rethinking African Cultural Production*. co-edited with Kenneth Harrow. Indianapolis: Indiana University Press, 2015; "Introduction to Venus of Khala-Kanti, a novel by Angèle Kingué," in *Rethinking African Cultural Production*. F Ekotto and Kenneth Harrow (eds.). Indianapolis: Indiana University Press, 2015; "And Endlessly I Create Myself and The Black Ocean," co-curator with Abigail Celis. Exhibit of William Wilson Work at the Gallery DAAS, University of Michigan, Ann Arbor, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: Nicolas Guillen Award Winner, Caribbean Philosophical Association, 2014; Senior Fellow, Maison Fondation des Sciences de l'Homme, 2014; Distinguished Visiting Professor, University of Technology (Sydney, Australia), 2012

FLANNERY, KENT Professor, Anthropology; Curator, Museum of Anthropology (tenured)

Education: B.A., University of Chicago, 1954; M.A., University of Chicago, 1961; Ph.D., University of Chicago, 1964

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1967-present

Overseas Experience: Mexico, Guatemala, Peru

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: Aztec, Maya, and Inca Civilizations; Agriculture: From its Origins to its Intensification by Contemporary Indigenous Peoples; Topics in Anthropological Archeology: War and Social Evolution; Topics in Archaeology: Creation of Inequality

Research and Training Specialization: Archaeology of Mexico and Peru

Number of Recent Publications: 2 co-authored monographs: *Excavations at San José Mogote 2: The Cognitive Archaeology*, co-authored with Joyce Marcus. Ann Arbor: Museum of Anthropology, University of Michigan, 2015; *The Creation of Inequality: How Our Prehistoric Ancestors Set the Stage for Monarchy, Slavery, and Empire*, co-authored with Joyce Marcus. Cambridge, Mass.: Harvard University Press, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Henry Russel Lecturer, University of Michigan, 2008; Honorary Doctorate, University of Pennsylvania, 1987; James Bennett Griffin Distinguished University Professor of Anthropological Anthropology, 1985-present; Elected Member, National Academy of Sciences

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

FRYE, DAVID Lecturer IV, Anthropology (non-tenure track)

Education: B.A., Wesleyan University, 1978; M.A., Princeton University, 1982; Ph.D., Princeton University, 1989

Academic Experience: Adjunct Assistant Professor/Lecturer, University of Michigan, 1990-present

Overseas Experience: Mexico, Peru, Cuba

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 80%

Number of Area Studies Courses Taught: 4. Examples: The Comparative Study of Cultures; Latin American Society and Culture; Introduction to Historical Anthropology; Mexico: Culture and Society

Research and Training Specialization: Ethnography and history of Mexico; the colonial construction of Indianness; religious movements in Mexico; translation

Number of Recent Publications: 1 translated book: *Super Extra Large by Yoss* (José Miguel Sánchez Gómez). New York: Restless Books, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: National Endowment for the Arts Literature Fellowship, 2002; Research Fellowship, American Council of Learned Societies, 1989-1990; Organization of American States Research Award for research in Mexico, 1984-1985; Fulbright Research Scholar, award for research in Mexico, 1982-1984

GALLAGHER, NANCY Clinical Assistant Professor, School of Nursing (non-tenure track)

Education: B.S.N., University of Wisconsin School of Nursing, 1978; M.S., University of Michigan School of Nursing, 1988; M.S., Clinical Research, University of Michigan School of Public Health, 2007; Ph.D., University of Michigan, 2010

Academic Experience: Clinical Instructor/Assistant Professor, Michigan State University, 2009-2010; Clinical Assistant Professor, University of Michigan, 2010-Present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2: Spanish Language Immersion for Healthcare Professionals; Global Community Health Assessment in Oaxaca, Mexico

Research and Training Specialization: Community health, mobility and disability, neighborhood environment, care transitions, chronic disease self-management

Number of Recent Publications: 3 multi-authored journal articles. Examples: "Gender differences in neighborhood walking in older adults," co-authored with Gallagher, N.A., Clarke, P.J., & Gretebeck, K.A. *Journal of Aging and Health* 26(8), 1280-1300, 2014; "Self-efficacy, neighborhood walking and fall history in older adults," co-authored with Gallagher, N.A., Clarke, P.J., Ronis, D.R., Loveland Cherry, C., & Gretebeck, K.A. *Journal of Aging and Physical Activity* 23(1), 64-71, 2015; "Trajectories of outdoor mobility in vulnerable community-dwelling elderly: The Role of Individual and Built Environment Factors," co-authored with Smith, A., Chen, C., Clarke, P.J., & Gallagher, N. A. *Journal of Aging and Health* 28(5), 796-811, 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: 8

Distinctions: Nursing 456 (Community Health Nursing) global focus selected for "Real Life: Stories of Impact Through Engagement" exhibit at the University of Michigan, 2015; Grant: University of Michigan Experiential Learning Fund: "Spanish language for health professionals" 2016-2017

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

GARCIA-AMAYA, LORENZO Assistant Professor, Spanish (RLL) (tenure track)
Education: B.A., University of Seville, 2003; M.A., Indiana University, 2006; Ph.D., Indiana University, 2012
Academic Experience: Lecturer/Assistant Professor, University of Michigan, 2012-present
Overseas Experience: Patagonia, Latin America, Spain
Foreign Language Proficiency: Spanish (5)
Instructional Content Area Expertise: 100%
Number of Area Studies Courses Taught: 2. Examples: Theories of Second Language Acquisition; The Acquisition of Spanish in a Study Abroad Setting; Methods of Teaching Spanish; Introduction to Spanish Linguistics
Research and Training Specialization: Development of fluency and cognitive abilities by second language learners and how cognitive processing abilities affect second language speech development
Number of Recent Publications: 3 co-authored book chapter: “A longitudinal study of filled pauses and silent pauses in second language speech,” in *Proceedings of Disfluency in Spontaneous Speech*. R. Lickley et al. (eds.). Edinburgh, United Kingdom, forthcoming; “Bilingual speech rhythm: Spanish-Afrikaans in Patagonia,” co-authored with Andries Coetzee, Nicholas Henriksen, and Daan Wissing, in *Proceedings of the 18th International Conference of Phonetic Sciences*. J. Stuart-Smith et al. (eds.). Glasgow, United Kingdom, forthcoming; “The intonational meaning of polar questions in Manchego Spanish spontaneous speech,” co-authored with Nicholas Henriksen, and Meghan E. Armstrong, in *Interdisciplinary Approaches to Intonational Grammar in Ibero-Romance*. M. Armstrong, N. Henriksen, and M. Vanrell (eds.). Amsterdam: John Benjamins, forthcoming.
Number of Dissertations/Theses Supervised in the Past 5 Years: 2
Distinctions: Undergraduate Research Opportunity Fund Research Development Grant, University of Michigan, 2015; LEO Professional Development Fund, University of Michigan, 2013-2014; American Association of Applied Linguistics Graduate Student Award, 2011

GARVEY, RAVEN Assistant Professor, Anthropology (tenure track); Assistant Curator, Museum of Anthropological Archaeology
Education: B.A., James Madison University, 2000; M.A., University of Montana, 2004; M.A., University of California-Davis, 2007; Ph.D., University of California-Davis, 2012
Academic Experience: Assistant Professor/Assistant Curator, University of Michigan, 2012-present
Overseas Experience: Patagonia, Chile, Argentina
Foreign Language Proficiency: Spanish (4)
Instructional Content Area Expertise: 25%
Number of Area Studies Courses Taught: 1. Example: Introduction to Prehistoric Archaeology
Research and Training Specialization: Prehistoric human ecology in northern Patagonia, hunter gatherers and stone technologies in Patagonia, economic anthropology
Number of Recent Publications: 1 single-authored journal article, 3 co-authored journal articles: “The role of archaeology in the development of cultural evolutionary theory.” *Philosophical Transactions of the Royal Society*, forthcoming; “Obsidian geochemistry, lithic technology, and human geography in northwestern Patagonia (Argentina),” co-authored with B. Fernández, R. Barberena, M. Giesse, A. Rughini, V. Cortegoso, M. Glascock, V. Durán, G. Romero Villanueva, K. Borazzo, G. Lucero, and B. Lee. *Journal of Archaeological Science: Reports* 13, 372-381, 2017; “A regional approach to prehistoric landscape use in west-central Argentina,” co-authored with R. Bettinger. *Journal of Archaeological Science: Reports*, 2017; “Volcanismo holocénico y poblamiento humano en la cordillera sur de la provincial de Mendoza (Argentina): Una perspectiva geoarqueológica,” co-authored with V. Durán, D. Winocur, C. Stern, R. Barberena, J.L. Peña Monné, and G. Lucero. *Intersecciones*, volumen especial 4, 33-46, 2016.
Number of Dissertations/Theses Supervised in the Past 5 Years: 0
Distinctions: Humanities Graduate Research Award, University of California-Davis, 2010; Marjorie and Charles Elliott Fellowship, University of California-Davis, 2010; Fulbright Scholar, Award for research in Argentina

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

GELMAN, SUSAN Professor, Psychology, Linguistics (tenured)
Education: B.A., Oberlin College, 1980; Ph.D., Stanford University, 1984
Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1984-present
Overseas Experience: None
Foreign Language Proficiency: French (3), Spanish (2)
Instructional Content Area Expertise: 25%
Number of Area Studies Courses Taught: 2. Examples: The Development of Language and Communication Skills: Cognitive Development
Research and Training Specialization: Cognitive development; language acquisition; categorization; inductive reasoning; causal reasoning; relationships between language and thought
Number of Recent Publications: 2 co-authored journal articles, 1 co-authored book chapter: “The language paradox: Words invite and impede conceptual change,” co-authored with J. M. DeJesus, in *Converging Perspectives on Conceptual Change: Mapping an Emerging Paradigm in the Learning Sciences*. T. Amin and O. Levrini (eds.). Routledge, forthcoming; “Do varieties of Spanish influence U.S. Spanish English bilingual children’s friendship judgments?,” co-authored with M. Arredondo. *Child Development*, 2017; “Developing digital privacy: Children’s moral judgments concerning mobile GPS devices,” co-authored with Arredondo. *Child Development*, 2017.
Number of Dissertations/Theses Supervised in the Past 5 Years: 2
Distinctions: G. Stanley Hall Award, American Psychological Association, 2016; Heinz Warner Distinguished University Professorship, 2013-present, Distinguished Faculty Achievement Award, University of Michigan, 2013

GILPIN, DAWN Lecturer IV, Architecture, (non-tenure track)
Education: B.A., Auburn University, 1989; M. Arch., Southern California Institute of Architecture, 1998
Academic Experience: Adjunct Professor/Assistant Professor, University of Minnesota, 1999-2003; Lecturer I/II/IV, University of Michigan, 2003-Present
Overseas Experience: Mexico, Cuba
Foreign Language Proficiency: Spanish (3)
Instructional Content Area Expertise: 10%
Number of Area Studies Courses Taught: 1. Example: Faculty-led “Revolutionary Architecture” course in Mexico and Cuba
Research and Training Specialization: Design and representation
Number of Recent Publications: 1 co-authored journal article. Examples: “Registering radioactive hyper-objects,” co-authored with Jeffrey Burgess. *Dimensions* 28, 30-37, 2015.
Number of Dissertations/Theses Supervised in the Past 5 Years: 0
Distinctions: Donna M. Salzer Award for Teaching Excellence. Taubman College of Architecture and Urban Planning, University of Michigan, 2013

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

GONZALEZ, ANITA Professor, Theatre and Drama (tenured)

Education: B.A., Florida State University, 1977; M.A., American University, 1979; Ph.D., University of Wisconsin-Madison, 1997

Academic Experience: Assistant Professor, Connecticut College, 1997-1999; Assistant Professor, Florida State University, 1999-2004; Professor, State University of New York-New Paltz, 2004-2013; Professor, University of Michigan, 2013-present

Overseas Experience: Mexico, the Caribbean, Cuba

Foreign Language Proficiency: Spanish (4), French (1)

Instructional Content Area Expertise: 70%

Number of Area Studies Courses Taught: 5. Examples: Themes in Latina/o Studies: Introduction to Global Theatre; Themes in Latina/o Studies: Modern Rituals/Traditional Practices; Contemporary American Theatre and Drama; Engaging Performance

Research and Training Specialization: Ethnic performance, 19th century theatre, maritime performance, and the way in which performance reveals histories and identities in the Americas and in transnational contexts

Number of Recent Publications: 1 co-edited volume, 2 co-authored book chapters. Selected Examples: "Framing and Naming Black British Dance," in *British Dance: Black Routes*. Christy Adair and Ramsey Burt (eds.). London: Routledge, 2016; "Pancho and Minga: Devilish Renegades of Mexico," in *Festive Devils of the Americas (Enactments)*. Milla Cozart Riggio, Angela Marino, and Paolo Vignolo (eds.). Chicago: Seagull, 2015; *Black Performance Theory: An Anthology of Critical Writings*, co-edited with Thomas F. DeFrantz. Durham: Duke University Press, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 3

Distinctions: Faculty Recognition Award, University of Michigan, 2017; Humanities Institute Fellowship, University of Michigan, 2017-2018; Shirley Verrett Award, University of Michigan, 2017; Paul Cuffee Fellowship, Mystic Maritime Museum, 2012

GORDON, AUBREE Assistant Professor, Epidemiology (tenure track)

Education: B.S., University of North Carolina-Chapel Hill, 1998; M.A., University of California-Berkeley, 2002; M.P.H., University of California-Berkeley, 2005; Ph.D., University of California-Berkeley, 2009

Academic Experience: Research Fellow, National Institutes of Health, 2009-2012; Assistant Researcher, University of California-Berkeley, 2010-2014; Assistant Adjunct Professor, University of California-Berkeley, 2011-2014; Assistant Professor, University of Michigan, 2014-present

Overseas Experience: Nicaragua

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 5%

Number of Area Studies Courses Taught: 3. Examples: Introduction to International Health; Epidemiology in Developing Countries; Infectious Disease Research in Developing Countries

Research and Training Specialization: Epidemiologic features and transmission of influenza in Nicaragua

Number of Recent Publications: 4 co-authored journal articles. Selected Examples: "The timeline of influenza virus shedding in children and adults in a household transmission study of influenza in Managua, Nicaragua," co-authored with S. Ng, R. Lopez, G. Kuan, L. Gresh, A. Balmaseda, and E. Harris. *The Pediatric Infectious Disease Journal* 35(5), 583-6, 2016; "Clinical Attack Rate of Chikungunya in a Cohort of Nicaraguan Children," co-authored with A. Balmaseda, L. Gresh, S. Ojeda, S. Saborio, Y. Tellez, N. Sanchez, G. Kuan, and E. Harris. *American Journal of Tropical Medicine and Hygiene* 94(2), 397-9, 2016; "Burden of Influenza and Influenza-Associated Pneumonia in the First Year of Life in a Prospective Cohort Study in Managua, Nicaragua," co-authored with L. Gresh, G. Kuan, N. Sanchez, E. Azziz-Baumgartner, S. Ojeda, M. Melendez, R. Lopez, E. Martin, M., J. Bresee, E. Harris E, and A. Balmaseda. *The Pediatric Infectious Disease Journal* 35(2), 152-156, 2016; "The evolution of influenza A and B viruses in the tropical city of Managua, Nicaragua," co-authored with M. Nelson, A. Balmaseda, G. Kuan, S. Saborio, X. Lin, R. Halpin, T. Stockwell, D. Wentworth, E. Harris. *Virology* 462-463, 81-90, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 17

Distinctions: National Academies of Science Kavli Fellow, 2017

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

GOULD, MICHAEL Professor, Music (tenured)

Education: BM, University of Illinois; MM, University of Nevada-Las Vegas; DMA, University of Kentucky

Academic Experience: B.M., University of Illinois; M.M., University of Nevada-Las Vegas; D.M.A., University of Kentucky

Overseas Experience: Cuba, Mexico, France, Sweden, Japan

Foreign Language Proficiency: Spanish (3), French (3)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: 1. Example: Afro-Cuban Drumming

Research and Training Specialization: drumset, contemporary percussion performance, and pedagogy; Cuban rumba: Yambu, Guaguanco, and Columbia as well as the styles associated with Son such as Cha Cha Cha.

Number of Recent Publications: 1 e-book. Examples: *Drum Diaries: Volume One*.

Number of Dissertations/Theses Supervised in the Past 5 Years: None.

Distinctions: Director of Center for World Performance Studies, 2017-Present, Faculty lead for SMTD Spring percussion trip to Cuba, 2017

GUNCKEL, COLIN Associate Professor, American Culture and Screen Arts and Cultures (tenured)

Education: B.A., University of New Mexico, 2002; M.A., UCLA, 2004; Ph.D., UCLA, 2009

Academic Experience: Assistant/Associate Professor, University of Michigan, 2009-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: Latino/Chicano Art and Visual Culture, Mexican Cinema, Film History, 1930-1952

Research and Training Specialization: Chicano/Latino film and media, Latin American cinema, Mexican cinema

Number of Recent Publications: 3 single-authored journal articles, 1 single-authored book chapter. Selected Examples: "Ambivalent Si(gh)tings: Stardom and Silent Film in Mexican America." *Film History* 27(4), forthcoming; "Building a Movement and Constructing Community: Photography, the United Farm Workers and El Malcriado." *Social Justice* 42(3-4), 29-45, 2016. Special issue, Mexican and Chicanx Social Movements. Maylei Blackwell and Edward J. McCaughan (eds.); *Mexico on Main Street: Transnational Film Culture in Los Angeles before World War II*. Rutgers University Press, 2015; "The Chicano/a Photographic: Art and Social Practice in the Chicano Movement." *American Quarterly* 67(2): 377-412, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Class of 1923 Memorial Teaching Award, 2016; UCLA Cinema and Media Studies Distinguished Alumnus of the Year Award, 2016; Faculty Fellow, University Musical Society Mellon Institute on Arts-Academic Integration, 2014

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

GUNNING, SANDRA Professor, Afroamerican and African Studies, American Culture (tenured)
Education: Ph.D., University of California-Berkeley, 1991
Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1991-present
Overseas Experience: Anglophone Caribbean
Foreign Language Proficiency: French (2)
Instructional Content Area Expertise: 25%
Number of Area Studies Courses Taught: 2. Examples: Introduction to Africa and its Diaspora, Honors Core Writing in the Humanities: Fall and Rise of American Empire
Research and Training Specialization: 19th and 20th century African American literature, women writers, travel writing
Number of Recent Publications: 1 single-authored monograph: *Moving Home: Gender, Travel, and Self-Invention in Nineteenth-Century African Diasporic Literature*. Durham: Duke University Press, 2013.
Number of Dissertations/Theses Supervised in the Past 5 Years: 7
Distinctions: Choice Outstanding Academic Book Award, 1996; Gustavus Meyers Award, 1996; Michigan Humanities Award, 2001; Julia Lockwood Research Fellowship, 2001

GUTIERREZ, LORRAINE Professor, Social Work, Psychology (tenured)
Education: A.B., Stanford University, 1976; A.M., University of Chicago, 1978; A.M., University of Michigan, 1986; Ph.D., University of Michigan, 1989
Academic Experience: Assistant/Associate Professor, University of Washington, 1989-1995; Associate/Full Professor, University of Michigan, 1995-present
Overseas Experience: None
Foreign Language Proficiency: Spanish (1)
Instructional Content Area Expertise: 10%
Number of Area Studies Courses Taught: 2. Examples: Social Work in Diverse Communities; Personality and Social Contexts Orientation
Research and Training Specialization: Multicultural praxis in communities, organizations and higher education, empowerment theory, experiences of women of color
Number of Recent Publications: 3 co-authored book chapters. Selected Examples: "Using Arts and Culture for Community Development in the US," co-authored with S. Brady and L. Gant, in *Community Development, 'Race' and Ethnicity*. G. Craig (ed.). Bristol, UK, forthcoming; *Handbook for Social Work with Groups* (2nd ed.), co-authored with C. Garvin and M. Galinsky. Guilford Press, forthcoming; "The effect of multicultural courses on reducing heterosexism in Christian college students," co-authored with A Dessel and A. Westmoreland. *Equity and Excellence in Education*, forthcoming.
Number of Dissertations/Theses Supervised in the Past 5 Years: 3
Distinctions: Distinguished Faculty Award, School of Social Work, University of Michigan, 2016; Blue Flame Award for Lifetime Achievement, Organization of Latino American Social Workers, 2015; Arthur F. Thurnau Professorship, University of Michigan, 2001-present

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

HANIFF, NESHA Lecturer IV, Afroamerican and African Studies (non-tenured)

Education: B.A., University of Michigan, 1974; M.P.H., University of Hawaii, 1979; Ph.D., University of Michigan, 1984

Academic Experience: Lecturer, University of Michigan, 1999-present

Overseas Experience: Cuba, Jamaica, Guyana

Foreign Language Proficiency: Jamaican Patois (4), English Pidgin Languages of the Caribbean (4), French (1)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 2. Examples: Pedagogy of Empowerment: Activism in Race, Gender, and Health; Women, Agency, and Sexual Safety

Research and Training Specialization: HIV/AIDS education, gender and health in the Caribbean, homophobia in Jamaica

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Community Educator Award, International Conference of Retroviral Infections, 2008-2009; Lecturer's development fund award, University of Michigan, 2008

HARLOW, SIOBÁN Professor, Epidemiology, Global Public Health, Obstetrics and Gynecology (tenured)

Education: B.A., University of California-Berkeley, 1980; Ph.D., Johns Hopkins University, 1988

Academic Experience: Research Assistant Professor, University of North Carolina, 1988-1991;

Assistant/Associate/Full Professor, University of Michigan, 1992-present

Overseas Experience: Mexico, Brazil, Ecuador

Foreign Language Proficiency: Spanish (5), French (2)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 2. Examples: Health of Nations; Health, Evidence and Human Rights

Research and Training Specialization: Reproductive and occupational epidemiology, including the health effects of housework and health status of women working in the maquiladora industry in Mexico, health and human rights, women's health

Number of Recent Publications: 4 co-authored journal articles. Selected Examples: "Relationship of race/ethnicity, body mass index, and economic strain with longitudinal self-report of physical functioning: Study of women's Health Across the Nation," co-authored with K. Ylitalo, C. Karvonen-Gutierrez, N. Fitzgerald, H. Zheng, B. Sternfeld, and S. El Khoudary. *Annals Epidemiology*, 401-408, 2013; "Neighborhood socio-environmental vulnerability and infant mortality in Hermosillo, Sonora," co-authored with F. Lara-Valencia, G. Alvarez-Hernandez, C. A. Denman, and H. Garcia-Perez. *Salud Publica de Mexico* 54(4), 367-374, 2012; "Variation of Cervical Cancer Incidence in Latin America and the Caribbean," co-authored with CM Pierce Cambell, MP Curado, and A. Soliman. *Revista Panamerica de Salud Publica* 31(6), 492-498, 2012; "Regional variation in histopathology-specific incidence of invasive cervical cancer among Peruvian women," co-authored by CM Pierce Campbell, MP Curado, and AS Soliman. *International Journal of Gynecology & Obstetrics* 116(1), 47-51, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: 9

Distinctions: Fulbright U.S. Scholar, 2018; Sarah Goddard Power Award, University of Michigan, 2016-2017; Elizabeth Caroline Crosby Research Award, 2016; Eugene Feingold Excellence in Diversity Award, School of Public Health, University of Michigan, 2015

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

HARPER, GARY Professor, Public Health (tenured)

Education: B.A., Washington University, 1985; M.S., Purdue University, 1989; Ph.D., Purdue University, 1993; M.P.H., University of California-Berkeley, 1994

Academic Experience: Assistant/Associate/Full Professor, DePaul University, 1996-2013; Professor, University of Michigan, 2012-present

Overseas Experience: Haiti

Foreign Language Proficiency: French (3)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Sexual Health Promotion; Program Development in Health Education

Research and Training Specialization: Health promotion needs of adolescents who experience varying degrees of oppression and marginalization, especially gay/bisexual male youth and youth of color, with a focus on giving voice to the social justice needs of young people

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: "Resilience among gay/bisexual young men in Western Kenya: Psychosocial and sexual health outcomes," co-authored with R.M. Wade, D.P. Onyango, P.A. Abuor, J.A. Bauermeister, W.W. Odero, and R.C. Bailey. *AIDS*, forthcoming; "Young Black gay/bisexual and other men who have sex with men: A review and content analysis of health-focused research between 1988 and 2013," co-authored with RM Wade. *American Journal of Men's Health*, forthcoming; "Mental health and support among young key populations: An ecological approach to understanding and intervention," co-authored with M Mutumba. *Journal of the International AIDS Society*, 18(2 Suppl 1), 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Award for Distinguished Contributions to Theory and Research, American Psychological Association, 2017; Rev. William T. Cortelyou-Martin J. Lowery Award for Excellence in Teaching and Scholarship, DePaul University, 2010

HEISLER, MICHELE Professor, Internal Medicine, Health Behavior, Health Education (tenured)

Education: B.A., Amherst College, 1983; M.P.A., Princeton University, 1987; M.D., Harvard Medical School, 1997

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2004-present

Overseas Experience: Nicaragua, Mexico, Brazil, Costa Rica, Argentina, Peru

Foreign Language Proficiency: Portuguese (5), Spanish (5), French (3), Haitian Creole (2)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: None

Research and Training Specialization: Patient self-management of chronic illnesses, patient-doctor relations, disparities in processes and outcomes in chronic illnesses

Number of Recent Publications: None. Selected Examples:

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Dean's Award for Global Community Service, University of Michigan Medical School, 2015; Provost's Innovative Teaching Award, University of Michigan, 2009; Milton W. Hamolsky Junior Faculty Award, Society of General Internal Medicine, 2003

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

HENRIKSEN, NICHOLAS Associate Professor, Spanish (RLL) (tenured)

Education: B.A., Rutgers University, 2003; M.A., Indiana University, 2006; Ph.D., Indiana University, 2010

Academic Experience: Assistant Professor, Northern Illinois University, 2010-2012; Assistant Professor, University of Michigan, 2012-present

Overseas Experience: Patagonia, Latin America, Spain

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 3. Examples: Introduction to Spanish Linguistics; Spanish Phonetics and Phonology; Spanish Sociolinguistics

Research and Training Specialization: Laboratory phonology, intonational structure and prosody in Spanish, experimental phonetics and sociophonetics

Number of Recent Publications: 2 single-authored journal articles, 1 co-authored journal article, 1 single-authored book chapter. Selected Examples: "Prosodic timing and language contact: Spanish and Yagua in Amazonian Peru," co-authored with Stephen Fafulas. *Studies in Hispanic and Lusophone Linguistics* 10(2) 225–257, 2017; "Intonational grammar in Ibero-Romance: Approaches across linguistic subfields," co-authored with Meghan E. Armstrong and Maria del Mar Vanrell. Amsterdam: John Benjamins, 2016; "Acoustic analysis of the rhotic contrast in Chicagoland Spanish: An intergenerational study." *Linguistic Approaches to Bilingualism* 5(3), 285–321, 2015; "Style, prosodic variation, and the social meaning of intonation." *Journal of the International Phonetic Association* 43(2), 153–193, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 4

Distinctions: Class of 1923 Memorial Teaching Award, University of Michigan, 2018; Fred W. Householder Outstanding Research Paper Award, Indiana University, 2008; J.M. Hill Award for Outstanding Graduate Student Paper, Indiana University, 2007; Lieber Associate Instructor Award, Indiana University, 2006

HENRY, YAZIER Lecturer IV, Public Policy (non-tenure track)

Education: B.A., University of Cape Town, 1995; Certificate, University of Stellenbosch, 1997

Academic Experience: Lecturer, University of Michigan, 2007-present

Overseas Experience: South Africa

Foreign Language Proficiency: Afrikaans (5), Zulu (4), Portuguese (3), Spanish (3)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: 3. Examples: Social Justice, Political Conflicts, Democratic Practice and Leadership in the Spheres of Public Advocacy; Facilitating Dialogue Across Faultline: Race, Identity and Socio-Cultural Difference; Social Activism, Democracy, and Globalization from the Perspective of the Global South

Research and Training Specialization: Historical and material links between political economy and race in post-colonial contexts

Number of Recent Publications: 1 single-authored journal article. Selected Examples: "The Ethics and Morality of Witnessing: Trauma, Memory, and Narrative in the Contemporary South African Novel." *Essays* 153, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: N/A

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

HERNANDEZ, JUAN Lecturer I, History, University of Puerto Rico (non-tenure track)
Education: B.A., University of Puerto Rico, 2000; M.A., University of Michigan, 2002; Ph.D., University of Michigan, 2007
Academic Experience: Adjunct Professor, University of Puerto Rico, 2008-Present; Lecturer, University of Michigan, 2013-Present
Overseas Experience: Chile, Brazil, Cuba, Mexico
Foreign Language Proficiency: Spanish (5), Portuguese (5)
Instructional Content Area Expertise: 100%
Number of Area Studies Courses Taught: 1. Example. Space and Identity in Latin American History
Research and Training Specialization: Latin American contemporary history, violence and memory in Chilean post-dictatorship culture, postauthoritarian societies in late 20th Century Latin America urban space and culture in Latin America, death and mourning in Latin America, Latin American music
Number of Recent Publications: 2 in-progress, single-authored journal articles: “Sombras, ausencias, estéticas y memorias: historiografía y espacio en el Monumento a las Víctimas del Holocausto en Puerto Rico.” Submitted for publication, 2018; “Yukashlash: Jíbaro Samurai y la identidad puertorriqueña en el género manga.” Submitted for publication, 2018.
Number of Dissertations/Theses Supervised in the Past 5 Years: 3 (at University of Puerto Rico)
Distinctions: Juror, Best Book Contest, Latin American Studies Association, 2014

HERRERO-OLAIZOLA, ALEJANDRO Professor, Spanish (RLL) (tenured)
Education: B.A., Universidad de Valencia, 1987; M.A., West Virginia University, 1989; Ph.D., University of Southern California, 1994
Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1997-present
Overseas Experience: Mexico, Argentina, Colombia, Cuba
Foreign Language Proficiency: Spanish (5)
Instructional Content Area Expertise: 100%
Number of Area Studies Courses Taught: 3. Examples: Cine Latinoamericano: Desplazamientos y Movimientos Sociales; Contemporary Issues: Narcotráfico en América Latina, Violencia y consumo cultural en América Latina; El género documental en América Latina
Research and Training Specialization: 20th-century Spanish American literature and culture; contemporary narrative, critical theory; censorship and publishing; literature of the “boom”; postmodernism; popular culture; transatlantic studies; literature of the Americas; testimonial narratives; film and fiction
Number of Recent Publications: 1 single-authored monograph, 2 co-edited volumes, 3 single-authored book chapters. Select Examples: *The Colombian Condition: Global Violence as Cultural Commodity*, forthcoming; *Territories of Conflict*, co-edited with Andrea Fanta and Chloe Rutter-Jensen. University of Rochester Press, 2017; *Teaching the Latin American Boom*, co-edited with Lucille Kerr. New York: MLA, Options for Teaching, 219-229, 2015; “Introduction: Territories of Conflict through Cultural Studies,” in *Territories of Conflict*. Andrea Fanta, Alejandro Herrero-Olaizola, Chloe Rutter-Jensen (eds.). University of Rochester Press, 1-22, 2017; “Mediating the Boom: Teaching Latin American Literature Through Film and YouTube,” in *Teaching the Latin American Boom*. Lucille Kerr and Alejandro Herrero-Olaizola (eds.). New York: MLA, Options for Teaching, 219-229, 2015; “El mercado del crimen: ética y justicia poética en Nam Le,” in *Novela negra y otros crímenes*. Gustavo Forero (ed.). Bogotá: Planeta, 253-263, 2013.
Number of Dissertations/Theses Supervised in the Past 5 Years: 4
Distinctions: Michigan Humanities Award, University of Michigan, 2017; Arthur F. Thurnau Professorship, University of Michigan, 2014-present; Fulbright Grant, Universidad Javeriana, Bogotá, Colombia, 2010

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

HOEY, LESLI Assistant Professor, Urban and Regional Planning (tenure track)

Education: B.A., Earlham College, 1996; M.R.P., Cornell University, 2007; Ph.D., Cornell University, 2012

Academic Experience: Assistant Professor, University of Michigan, 2012-present

Overseas Experience: Bolivia

Foreign Language Proficiency: Spanish (5), Quechua (3)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 3. Examples: Foundations of Sustainable Food Systems; Urban and Regional Planning in Developing Countries; Food Systems Planning

Research and Training Specialization: Policy planning, implementation and evaluation strategies that facilitate or limit the development of equitable, healthy and sustainable food systems; the urbanization and malnutrition in Bolivia

Number of Recent Publications: 3 co-authored journal articles: “The Intersection of Planning, Urban Agriculture, and Food Justice: A Review of the Literature,” co-authored with M. Horst and N. McClintock. *Journal of the American Planning Association* 83(3), 277-295, 2017; “Implementing collective impact for food systems change: Reflections and adaptations from Michigan,” co-authored with K. Colasanti, R. Pirog, and L. Fink Shapiro. *Journal of Agriculture, Food Systems and Community Development* 7(2), 101-115, 2017; “Food sovereignty education across the Americas: Multiple origins, converging movements,” co-authored with D. Meek, K. Bradley, B. Ferguson, H. Morales, P. Rosset, and T. Tarlau. *Agriculture and Human Values*, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: 9

Distinctions: Finalist, President’s Award for Distinguished Service in International Education, University of Michigan, 2017; Signs of Sustainability Award, Agriculture and Nutrition Group, 2012; Graduate Research and Teaching Fellowship, Cornell University Center for Teaching Excellence, 2011

HOFFNUNG-GARSKOF, JESSE Professor, History and American Culture; Chair, American Culture (tenured)

Education: A.B., Harvard University, 1993; Ph.D., Princeton University, 2002

Academic Experience: Assistant/Associate Professor, University of Michigan, 2002-present

Overseas Experience: Dominican Republic, Puerto Rico, Cuba, Argentina

Foreign Language Proficiency: Spanish (5), Portuguese (3)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 2. Examples: Studies in Latin American and Caribbean History: Transnational and Hemispheric Approaches; Immigration Law: Critical Approaches to Contemporary Issues

Research and Training Specialization: Modern Latin American and Caribbean history; international migrations; music and popular culture; community research and oral history

Number of Recent Publications: 1 single-authored monograph, 1 single-authored journal article, 1 single-authored book chapter: *Racial Migrations: New York City and the Revolutionary Politics of the Spanish Caribbean, 1850-1910*. Princeton: Princeton University Press, forthcoming; “The Immigration Reform Act of 1965,” in *The Familiar Made Strange: Iconic American Texts after the Transnational Turn*. Brooke Blower and Mark Bradley (eds.). Ithaca: Cornell University Press, 125-140, 2015; “Latin American Studies and United States Foreign Policy.” *International Institute Journal* 2(1), 1-5, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 18

Distinctions: Provost Teaching Innovation Prize, 2018; ACLS Alternate, 2013, Spencer Foundation/National Academy of Education Postdoctoral Fellowship, 2004.

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

JANSEN, ROBERT Assistant Professor, Sociology (tenure track)

Education: B.A., Linfield College, 1999; M.A., University of California-Los Angeles, 2003; Ph.D., University of California-Los Angeles, 2009

Academic Experience: Postdoctoral Fellow/Assistant Professor, University of Michigan, 2009-present

Overseas Experience: Peru

Foreign Language Proficiency: Spanish (3)

Instructional Content Area Expertise: 30%

Number of Area Studies Courses Taught: 2. Examples: Sociology of Latin America; Practicum in Comparative Historical Sociology

Research and Training Specialization: Sociology of Latin America; Comparative-Historical and Ethnographic Methods; Theory; Political Sociology; Cultural Sociology

Number of Recent Publications: 1 single-authored monograph, 1 single-authored journal article, 1 co-authored journal article. Selected Examples: *Revolutionizing Repertoires: The Rise of Populist Mobilization in Peru*. Chicago: University of Chicago Press, forthcoming; "Situating Political Innovation: Explaining The Historical Emergence of New Modes of Political Practice." *Theory and Society* 45(4), 319-360, 2016; "Toward a Postcolonial Sociology: The View from Latin America," co-authored with J. Bortoluci. *Political Power and Social Theory* 24, 199-229, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 15

Distinctions: Theory Prize, American Sociological Association, 2017; Distinguished Contribution to Scholarship Award, American Sociological Association, 2012

JENCKES, KATHERINE Professor, Spanish (RLL) (tenured)

Education: B.A., Reed College, 1992; M.A., University of Oregon, 2001; Ph.D., University of Oregon, 2001

Academic Experience: Assistant Professor, Rice University, 2003-2005; Assistant/Associate/Full Professor, University of Michigan, 2005-present

Overseas Experience: Chile, Argentina

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: Short narrative in Latin America/Spain: Borges y sus mundos; At the Intersection of Life, History, and Literature: The Work of Roberto Bolano; Magical Realism, Poesia Latinoamericana, The Changing Role of Literature and Culture in Latin America; Modern Latin American Poetry

Research and Training Specialization: Poetic language and testimony in post-dictatorship Chile and Argentina.

Number of Recent Publications: 1 single-authored monograph, 2 single-authored journal articles: *Witnessing Beyond the Human: Addressing the Alterity of the Other in Post Coup Chile and Argentina*. SUNY Press, 2017; "Juan Gelman's Open Letters: Mourning and Mundo Beyond Militancy." *The New Centennial Review* 14(1), 2014; "Deconstruction and Latinamericanism, Reconsidered (A Propos John Beverley's Latinamericanism after 9/11)." *Política común* 4, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 12

Distinctions: Michigan Humanities Fellowship, 2014

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

JOHNSON, PAUL Professor, History, Afroamerican and African Studies (tenured)

Education: M.A., University of Chicago, 1990; Ph.D., University of Chicago, 1997

Academic Experience: Assistant/Associate Professor, University of Missouri, 1997-2003; Research Fellow, Princeton University, 2003-2005; Associate/Full Professor, University of Michigan, 2005-present

Overseas Experience: Brazil, Honduras

Foreign Language Proficiency: Portuguese (5), Spanish (5), French (3), German (2), Garifuna (1)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: 3. Examples: Religions of the African Diaspora; Brazil: History and Culture; Introduction to Religion: From Rastafari to Sun Dance

Research and Training Specialization: African diaspora, religion, “race” and popular culture in Brazil and the Caribbean, modern history of Brazil

Number of Recent Publications: 1 co-authored monograph, 1 edited volume, 1 single-authored journal article, 1 single-authored book chapter. Selected Examples: *Ekklesia: Three Inquiries on Church and State*, co-authored with Winnifred Fallers Sullivan and Pamela Klassen. University of Chicago Press, forthcoming; “Scholars Possessed! On Writing Africana Religions with the Left Hand.” *Journal of Africana Religions* 4(2), 154-185, 2016; “Criticisms, Debates, and Futures: The Anthropology of Religion in Hybrid Human and Non-Human Worlds.” *Social Religion*. Jeff Kripal (ed.). New York: Macmillan, 273-290, 2016; *Spirited Things: The Work of “Possession” in Afro-Atlantic Religions* (ed.). Chicago: University of Chicago Press, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: Fellow, Center for the Study of Material and Visual Cultures of Religion, Yale University, 2015-2020; Senior Fellow, Society of Fellows, University of Michigan, 2014-2017; Wesley-Logan Prize, American Historical Association, 2009

JONES, ANDREW John G. Searle Assistant Professor, Nutritional Sciences (tenure track); Research Assistant Professor, Center for Human Growth and Development

Education: B.A., Pennsylvania State University, 2002; Ph.D., Cornell University, 2011

Academic Experience: Research Associate, Cornell University, 2011-2013; Assistant Professor, University of Michigan, 2013-present

Overseas Experience: Bolivia, Peru

Foreign Language Proficiency: Spanish (3), Russian (2), Hindi (1)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 1. Example: Foundations of Sustainable Food Systems

Research and Training Specialization: Influence of agriculture and food systems on the nutritional status of women and children in low- and middle-income countries, current work in Andean Region of South America

Number of Recent Publications: 5 co-authored journal articles. Selected Examples: “Coupling of soil regeneration, food security, and nutrition outcomes in Andean subsistence agroecosystems,” co-authored with S. Vanek and L. Drinkwater. *Food Security*, 2016; “A new global agenda for nutrition and health: the importance of agriculture and food systems,” co-authored with G. Ejeta. *Bulletin of the World Health Organization* 94, 228-229, 2016; “Maternal obesity during pregnancy is negatively associated with maternal and neonatal iron status,” co-authored with G. Zhao, Y. Jiang, M. Zhou, G. Xu, N. Kaciroti, Z. Zhang, and B. Lozoff. *European Journal of Clinical Nutrition*, 2016; “Household food insecurity is associated with the occurrence of overweight and anemia among women of reproductive age in Mexico,” co-authored with V. Mundo Rosas, A. Cantoral, and T. Shamah Levy. *Maternal and Child Nutrition*, 2016; “The production diversity of subsistence farms in the Bolivian Andes is associated with the quality of child feeding practices as measured by a validated summary feeding index.” *Public Health Nutrition* 18(2), 329-342, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Fellow, Atkinson Center for a Sustainable Future, Cornell University, Agrarian and Rural Transformation Fellowship Program, 2012; Fellow, Quillman Fellowship, Division of Nutritional Sciences, Cornell University, 2008; Fellow, Foreign Language and Area Studies Program, South Asia Program, Cornell University, 2006-2008

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

JOSEPH-GABRIEL, ANNETTE Assistant Professor, French (RLL) (tenure track)

Education: B.A., Williams College, 2009; M.A., Vanderbilt University; Ph.D., Vanderbilt University, 2015

Academic Experience: Assistant Professor, University of Arizona; Assistant Professor, University of Michigan, 2018-present

Overseas Experience: Caribbean

Foreign Language Proficiency: French (5)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 3. Examples: Cinema and Society in the Francophone World: Home; Caribbean Studies: Flight; Black Internationalism

Research and Training Specialization: Francophone Caribbean and African literature, with interdisciplinary specializations in Afro-diasporic literary and cultural movements, and slavery in the French Atlantic

Number of Recent Publications: 3 single-authored journal articles. Selected Examples: "Mobility and the Enunciation of Freedom in Urban Saint-Domingue." *Eighteenth-Century Studies* 50(2), 213-229, 2017; "Beyond the Great Camouflage: Haiti in Suzanne Césaire's Politics and Poetics of Liberation." *Small Axe* 20(2), 1-13, 2016; "Creolizing Freedom: French-Creole Translations of Liberty and Equality in the Haitian Revolution." *Slavery and Abolition* 36(1), 111-123, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: American Philosophical Society Fellowship, 2018; New Initiatives/New Infrastructure Grant, University of Michigan, 2018; Carrie Chapman Catt Prize for Research on Women and Politics, Iowa State University, 2013

KIRSCH, STUART Professor, Anthropology (tenured)

Education: B.A., George Washington University, 1982; Ph.D., University of Pennsylvania, 1991

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2003-present

Overseas Experience: Suriname, Mexico

Foreign Language Proficiency: Yonggom (3), Tok Pisin (3), Solomon Islands Pijin (3), Hiri Motu (1)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Indigenous Political Movements; Encounters: Cultural Difference in the Modern World

Research and Training Specialization: Indigenous politics and the environment in the Pacific and the Amazon

Number of Recent Publications: 2 single-authored monographs, 1 single-authored article: *Engaged Anthropology: Politics Beyond the Text*. University of California Press, forthcoming; *Mining Capitalism: The Relationship between Corporations and their Critics*. University of California Press, 2014; "Dilemas del perito experto: derechos indígenas a la tierra en Surinam y Guyana," *Desacatos* 57, 36-55, 2018

Number of Dissertations/Theses Supervised in the Past 5 Years: 24

Distinctions: Fellowship, Kellogg Institute for International Studies, University of Notre Dame, 2016; Fellowship, American Council of Learned Societies, 2010; ESRC-SSRC Collaborative Visiting Fellowship, University of Manchester, 2008

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

KOSSOUDJI, SHERRIE Associate Professor, Social Work (tenured)

Education: B.A., Miami University, 1976; Ph.D., University of Michigan, 1984

Academic Experience: Assistant/Associate Professor, University of Michigan, 1987-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (3)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 3. Examples: Contested Borders, Social Work, and Immigrant Advocacy; American Immigration; Immigration Enforcement, Human Rights, and Social Justice

Research and Training Specialization: Unauthorized migration to the United States, transnational populations, immigrant assimilation, female immigrants and work

Number of Recent Publications: 2 single-authored journal articles, 2 single-authored book chapters. Selected Examples: "What are the Consequences of Immigrant Regularization?" *World of Labor*, 2016; "Migration and the labor force." In *The Blackwell Encyclopedia of Race, Ethnicity, and Nationality*. Wiley-Blackwell, 2014; "Obama's immigration plan may give economy a little boost." *The Conversation*, 2014; "Back to the future: The impact of legalization then and now." In *Immigration Perspectives*. Washington DC: Immigration Policy Center, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Computerworld Smithsonian Award, Laureate, 2000; Torch Award for Outstanding Contributions to Students, Mortarboard National Senior Honor Society, 1999

LA FOUNTAIN-STOKES, LAWRENCE Associate Professor, Spanish (RLL), Women's Studies, American Culture (tenured)

Education: A.B. Harvard College, 1991; M.A., Columbia University, 1992; M.Phil., Columbia University, 1996; Ph.D., Columbia University, 1999

Academic Experience: Assistant Professor, The Ohio State University, 1998-1999; Assistant Professor, Rutgers University, 1999-2003; Assistant/Associate Professor, 2003-present

Overseas Experience: Puerto Rico, Brazil

Foreign Language Proficiency: Spanish (5), Portuguese (4), French (3)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: 3. Examples: Trans Latinx American Drag; Topics in Latina/o Studies: Culture, Gender, and Sexuality; Topics in Latina/o Studies-Spanish Language: Literatures and Cultures of the Borderlands

Research and Training Specialization: Hispanic Caribbean and Brazilian literature; theater, performance, and cultural studies; gender studies

Number of Recent Publications: 2 single-authored journal articles, 1 co-edited book, 1 single-authored book. Selected Examples: "Puerto Rican Rasanblaj: Freddie Mercado's Gender Disruption." *E-misférica* 12(1), 2015; "Translatinas/os." *TSQ: Transgender Studies Quarterly* 1(1-2), 237-241, 2014; *Keywords for Latina/o Studies*, co-edited with Deborah R Vargas and Nancy Raquel Mirabal. New York, New York University Press, 2017. *Escenas transcaribeñas: ensayos sobre teatro, performance y cultura*. San Juan, Puerto Rico: Editorial Isla Negra, 2018.

Number of Dissertations/Theses Supervised in the Past 5 Years: 14

Distinctions: Michigan Humanities Award, University of Michigan, 2016; Distinguished Latino Faculty Award, Corazones Unidos Siempre, University of Michigan, 2015; Career Enhancement Fellowship, Woodrow Wilson National Fellowship Foundation, 2006

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LAM, DAVID Professor, Economics (tenured); Research Professor, Population Studies Center; Director, Institute for Social Research

Education: B.A., Ft. Lewis College, 1976; M.A., University of Texas-Austin, 1978; M.A., University of California-Berkeley, 1982; Ph.D., University of California-Berkeley, 1983

Academic Experience: Assistant/Full Professor, University of Michigan, 1983-present

Overseas Experience: Brazil

Foreign Language Proficiency: Spanish (3), Portuguese (3)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: None

Research and Training Specialization: Economic demography, economic development, applied microeconomic theory, economics of the family, economics of education, economics of Brazil, economics of South Africa

Number of Recent Publications: 2 co-authored journal articles, 3 single-authored book chapters. Selected Examples: "Assessing the Impact of Social Grants on Inequality: A South African Case Study," in *Contemporary Issues in Development Economics*. Reinhard Schiel, Murray Leibbrandt, and Timothy Besley (eds.). Palgrave Macmillan, 112-135, 2016; "The Demography of the Labor Force in Emerging Markets," in *Re-Evaluating Labor Markets, 2014 Jackson Hole Economic Policy Symposium*. Federal Reserve Bank of Kansas City, 2015; "Progress through School and the Determinants of School Dropout in South Africa," co-authored with Nicola Branson and Clare Hofmeyr. *Development Southern Africa* 31(1), 106-126, 2014; "Population Growth – Alternative Perspective," in *Global Problems, Smart Solutions: Costs and Benefits*. Bjørn Lomborg (ed.). Cambridge: Cambridge University Press, 588-596, 2013; "The Influence of Older Classmates on Adolescent Sexual Behavior in Cape Town, South Africa," co-authored with Leticia Marteleto and Vimal Ranchhod. *Studies in Family Planning* 44(2), 147-167, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 16

Distinctions: President, Population Association of America, 2011; Fulbright Research Scholar, Award for research in South Africa, 1997-1998; Fulbright Research Scholar, Award for research in Brazil, 1989-1990

LANGE, REBECCA Professor and Chair, Earth and Environmental Sciences (tenured)

Education: B.A., University of California-Berkeley, 1983; Ph.D., University of California-Berkeley, 1989

Academic Experience: Postdoctoral Research Associate, Princeton University, 1989-1991; Assistant/Associate/Full Professor, University of Michigan, 1991-present; Department Chair, University of Michigan, 2010-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (2)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 2. Examples: Geochemistry of the Solid Earth; Geology of National Parks and Monuments, Geological Field Methods

Research and Training Specialization: Mexican Volcanic Arc, magmatism and volcanism

Number of Recent Publications: 3 co-authored articles. Examples: "Why aplites freeze and rhyolites erupt: Controls on the accumulation and eruption of high-SiO₂ (eutectic) melts," co-authored with Laura E. Waters. *Geology* 45(11), 1019-1022, 2017; "An experimental study of ^{Fe2+}-^{Mg}K_D between orthopyroxene and rhyolite: a strong dependence on H₂O in the melt," co-authored with Laura E. Waters. *Contributions to Mineralogy and Petrology* 172(6), 1-13, 2017; "A comparison of olivine-melt thermometers based on D_{Mg} and D_{Ni}: the effects of melt composition, temperature, and pressure with applications to MORBs and hydrous arc basalts," co-authored with Xiaofei Pu and Gordon Moore. *American Mineralogist* 102(3-4), 750-765, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: 5

Distinctions: Fellow, Mineralogical Society of America, 2007; Excellence in Education award, College of LSA, University of Michigan, 2003, Class of 1923 Memorial Teaching Award, University of Michigan, 1997

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LEE, GWENYTH O'NEILL Research Assistant Professor, School of Public Health (non-tenure track)
Education: B.A., University of Wisconsin-Madison, 2003; M.H.S., Johns Hopkins University, 2008; M.H.S., Johns Hopkins University, 2012; Ph.D., Johns Hopkins University, 2013
Academic Experience: Postdoctoral Fellow, Johns Hopkins University, 2014-2015; Postdoctoral Fellow, Tulane University, 2015-2016; Research Assistant Professor, University of Michigan, 2016-present
Overseas Experience: Peru, Ecuador
Language Proficiency: Spanish (4)
Instructional Content Area Expertise: 10%
Number of Area Studies Courses Taught: 1. Example: Methods in Public Health Research
Research and Training Specialization: Infectious diseases and childhood undernutrition
Number of Recent Publications: 5 co-authored journal articles. Selected Examples: "Infant feeding practices in the Peruvian Amazon: implications for programs to improve feeding," co-authored with Olortegui, M.P., Pinedo, S.R., Ambikapathi, R., Yori, P.P., Kosek, M., Caulfield, L.E. *Revista Panamericana de Salud Pública* 36(3), 150-157, 2014. "Symptomatic and Asymptomatic Campylobacter Infections Associated with Reduced Growth in Peruvian Children," co-authored with Pan, W.P., Yori, P.P., Olortegui, M.P., Tilley, K., Gregory, M., Oberhelman, R., Burga, R., Banda Chavez, C., Kosek, M. *PLOS Neglected Tropical Diseases* 7(1), 2013.
Number of Dissertations/Theses Supervised in the Past 5 Years: 3
Distinctions: Fogarty postdoctoral fellowship, 2014-2015; Thrasher Foundation early career award

LEMONS, MARIA CARMEN Professor and Associate Dean for Research, Environment and Sustainability (tenured)
Education: B.S., Universidade Federal de Juiz de Fora, 1980; M.S., Massachusetts Institute of Technology, 1990; Ph.D., Massachusetts Institute of Technology, 1995
Academic Experience: Postdoctoral Fellow, University of Arizona, 1995-1997; Assistant Research/Assistant Professor, University of Arizona, 1998-2002; Assistant/Associate/Full Professor, University of Michigan, 2002-present
Overseas Experience: Brazil, Mexico, Chile, Bolivia
Foreign Language Proficiency: Portuguese (5), Spanish (3)
Instructional Content Area Expertise: 75%
Number of Area Studies Courses Taught: 3. Examples: Global Change III Institutions and Policy Response; Institutions for Environmental Policymaking in Brazil; Environmental Policymaking in Latin America
Research and Training Specialization: Human dimensions of global climate change in Latin American countries, such as water, agriculture and disaster-relief; the role of technocrats and popular social movements in policymaking in Brazil
Number of Recent Publications: 3 co-authored journal articles. Selected Examples: "The emergence of climate change policy entrepreneurs in urban regions," co-authored with Kalafatis, S. E. *Regional Environmental Change*, 1-9, 2017; "Adaptation by stealth: climate information use in the Great Lakes region across scales," co-authored with Rasmussen, L. V. and C. J. Kirchhoff. *Climatic Change*, 1-15, 2017; "Adaptação climática: Fronteiras do conhecimento para pensar o contexto brasileiro," co-authored with Giulio, G., Bedran-Martins, A. *Estudos Avançados* 30(88), 25-41, 2016.
Number of Dissertations/Theses Supervised in the Past 5 Years: 1
Distinctions: Kavli Fellow, U.S. National Academy of Sciences, 2007; James Martin 21st Century School Fellowship, Environmental Change Institute, Oxford University, 2007

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LEÓN, ANA MARÍA Assistant Professor, History of Art and Spanish (RLL) (tenure track)

Education: Dipl. Arq., Universidad Católica de Santiago de Guayaquil, 1996; M.Arch., Georgia Institute of Technology, 1999; M.Des.S., Harvard University, 2001; Ph.D., Massachusetts Institute of Technology, 2015

Academic Experience: Assistant Professor, University of Michigan, 2015-present

Overseas Experience: Argentina, Brazil, Ecuador

Foreign Language Proficiency: Spanish (5), Portuguese (4), French (3)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: Our North is the South: Designing Latin America; Surrealism in the Americas; Contested Spaces in the Americas; Urban Fragments in the Americas

Research and Training Specialization: Latin American art and architecture and its transatlantic connections from the 19th to the 20th centuries; relationship of architecture and public space

Number of Recent Publications: 1 single-authored article, 2 single-authored book chapters. Examples: “Bones of the Nation: The Museum of La Plata, Argentina 1884-1888.” *Manifest: A Journal of American Architecture and Urbanism* 3, forthcoming; “Modern Architecture Will Help You.” *Journal of Surrealism and the Americas* 9(1), 14-39, 2016. “Sites of Occupation: From Tlatelolco to Metropól Parasol,” in *Whose Participation?* Mechtild Widrich and Martino Stierli (eds.). London: IB Tauris, 2015. “Designing Dissent: Vilanova Artigas and the São Paulo School of Architecture,” in *Architecture and the Paradox of Dissidence*. Ines Weizman (ed.). London: Routledge, 74-88, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: JAE Best Scholarship of Design Article Award, 2014; SAH Edilia and François-Auguste de Montêquin Junior Fellowship, 2015; Global Architectural History Teaching Collaborative Mellon Grant, 2016

LEVITSKY, MELVYN Professor, Gerald R. Ford School of Public Policy (tenured)

Education: B.A., University of Michigan; M.A., University of Iowa

Academic Experience: U.S. Ambassador to Brazil, 1994-1998; Lecturer, Syracuse University, 1998-2006; Lecturer, University of Michigan, 2006-present

Overseas Experience: Brazil

Foreign Language Proficiency: Portuguese (4), Russian (4), German (2), Bulgarian (1)

Instructional Content Area Expertise: 30%

Number of Area Studies Courses Taught: 3. Examples: Issues in U.S. National Security; Policy Seminar: Crime, Drugs, and Terrorism; Economic and Social Policies in a Selected Emerging Market Economy

Research and Training Specialization: Foreign Affairs and International Relations, diplomacy, policy processes, crime and terrorism, Brazil

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Lifetime Distinguished Fellow, Moynihan Institute of Global Affairs, Maxwell School of Citizenship and Public Affairs, Syracuse University, 2006; Professor of the Year, International Relations Students Association, Maxwell School of Citizenship and Public Affairs, Syracuse University, 2003

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LISABETH, LYNDIA Professor, Public Health (tenured)

Education: B.S., University of Michigan, 1995; M.P.H., University of Michigan, 1997; Ph.D., University of Michigan, 2003

Academic Experience: Assistant/Associate Professor, University of Michigan, 2010-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (3)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: None

Research and Training Specialization: Stroke health disparities

Number of Recent Publications: 4 co-authored journal articles. Selected Examples: "Residential Ethnic Segregation and Stroke Risk in Mexican Americans: the Brain Attack Surveillance in Corpus Christi Project," co-authored with Patel RC, Baek J, Smith MA, Morgenstern LB. *Ethnicity & Disease* 25, 11-18, 2015; "Loss of the Mexican American Survival Advantage After Ischemic Stroke," co-authored with Morgenstern LB, Brown DL, Smith MA, Sanchez BN, Zahuranec DB, Garcia NM, Kerber KA, Skolarus LE, Meurer WJ, Burke JF, Adelman EE, and Baek J. *Stroke* 45, 2588-2591, 2014; "Neurological, Functional, and Cognitive Stroke Outcomes in Mexican Americans," co-authored with Sánchez BN, Baek J, Skolarus LE, Smith MA, Garcia N, Brown DL, Morgenstern LB. *Stroke* 45, 1096-1101, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 8

Distinctions: BCBSM Foundation McDevitt Excellence in Research Award, 2008; Fellow, Stroke Council, American Heart Association; North American Menopause Society New Investigator Award, 2002; Dissertation Fellowship, University of Michigan, 2002

LOMELI, YOJAIRO Lecturer I, Architecture (non-tenure track)

Education: B.S., University of Michigan, 2013; M.Arch., University of Michigan, 2015

Academic Experience: Intermittent Lecturer/Lecturer I, University of Michigan, 2015-2016

Overseas Experience: Mexico, Cuba

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 2. Examples: Emoción Estética (spring course in Mexico); Revolutionary Architecture (spring course in Mexico and Cuba)

Research and Training Specialization: Architecture; visual studies

Number of Recent Publications: 1 single-authored journal article: "The Yada Yada." *Dimensions* 29, 144-153, 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Honor Award, International Interior Design Association of Northern California, 2018; ELF Grant, 2017; Donna Salzer Award for Excellence in Teaching, 2016-2018; Nominee, Golden Apple Teaching Award, 2015

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LOPEZ, KATHLEEN Assistant Director, Office of Global Activities; Adjunct Lecturer, Social Work (non-tenure track)

Education: B.A., University of Notre Dame, 2005; M.S.W., University of Michigan, 2010

Academic Experience: Adjunct Lecturer, University of Michigan, 2010-present

Overseas Experience: Mexico, Honduras

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Issues in Global Social Work Practice; Special Studies for Peace Corps Master's International

Research and Training Specialization: Sustainable community engagement, global social work

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: International Education Week Featured Speaker, 2015; David Huffman Scholar-Athlete Award for Anthropology, 2005

LOPEZ-COTIN, OLGA Lecturer IV, Spanish (RC) (non-tenured)

Education: B.A., Universidad de Sevilla, 1987; M.A., University of Michigan, 1989; Ph.D., University of Michigan, 1993

Academic Experience: Visiting Assistant Professor, Hamilton College, 1994-1996; Lecturer, University of Michigan, 1996-present

Overseas Experience: Chile

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: 3. Examples: Readings in Spanish: Women, Words, and Images: Literary and Visual Dialogues on Gender in Latin America; Readings in Spanish: Urban Culture and Citizenship; Intensive Spanish

Research and Training Specialization: 20th Century Latin American literature, gender and cultural studies

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: U.M. Matthews Underclass Teaching Award, 2009

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LORI, JODY Associate Professor, Nursing (tenured); Associate Dean, Global Affairs and Community Engagement
Education: B.S., University of Michigan, 1980; M.S., University of Michigan, 1992; Ph.D., University of Arizona, 2009

Academic Experience: Clinical Assistant/Associate Professor, University of Michigan, 2009-2013; Associate Professor, University of Michigan, 2013-present

Overseas Experience: Guatemala, Mexico

Foreign Language Proficiency: None

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: Perspectives in Global Health; Introduction to Global health: Issues and Challenges

Research and Training Specialization: International health, nurse-midwifery

Number of Recent Publications: 1 single-authored journal article, 4 co-authored journal articles. Selected Examples: "Improving health literacy through group antenatal care: a prospective cohort study," co-authored with Ofosu-Darkwah, H, Boyd, CJ, Banerjee, T and Adanu, RMK. *BMC Pregnancy and Childbirth*, 2017; "Patient satisfaction of maternity waiting homes in Liberia," co-authored with Munro, ML, Shifman, J, Amarah, Williams, G. *Journal of Midwifery* 62(2), 163-171, 2017; "Misoprostol in Ghana: the importance of Ghanaian women's social networks in self-induction of abortion," *Journal of Family Planning and Reproductive Health Care* 43(3), 216-221, 2017; "'Ebola kills generations': qualitative interviews with Liberian healthcare providers," co-authored with Bell, SA, Munro-Kramer, ML, Eisenberg, MC, Williams, G, Amarah, P. *Midwifery* 45, 44-49, 2017; "Newborn outcomes and maternity waiting homes: A scoping review," co-authored with Buser, JM. *Maternal and Child Health* 21, 760-769, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: 9

Distinctions: Associate Dean, UM School of Nursing's Office of Global Affairs, 2015-Present; Director, UM School of Nursing's PAHO/WHO Collaborating Center, 2014-Present; Excellence in Policy Writing Award, Nursing Outlook, American Academy of Nursing, 2016; Harriet H. Werley New Investigator Award, Midwest Nursing Research Society, 2012; Fellow, American Academy of Nursing, 2012

LOVE, BRIAN Professor, Engineering (Tenured)

Education: B.S., University of Illinois-Urbana-Champaign, 1984; M.S., University of Illinois-Urbana-Champaign, 1986; Ph.D., Southern Methodist University, 1990

Academic Experience: Postdoctoral Fellow, Georgia Tech, 1991-1993; Assistant/Associate/Full Professor, Virginia Tech, 1993-2007; Professor, University of Michigan, 2008-present

Overseas Experience: France, Cuba, Netherlands, Brazil,

Foreign Language Proficiency: Spanish (2), French (3)

Instructional Content Area Expertise: 5%

Number of Area Studies Courses Taught: None

Research and Training Specialization: structure/property relationships of polymers and proteins; cellular immobilization; tissue engineering; stability of polymeric solutions

Number of Recent Publications: 1 single-authored monograph, 3 single-authored journal articles. Selected Examples: "Controlled release characteristics of aqueous PEO-PPO-PEO micelles with added malachite green, erythrosin, and cisplatin determined by UV-Visible Spectroscopy." *Journal of Surfactants and Detergents* 21, 5-15, 2018; "Water based PEO-PPO-PEO micelles, melamine and sodium hexametaphosphate used as gel coatings to reduce the flammability of cotton fabrics." *Journal of Fire Sciences*, 2017; *Biomaterials, a Systems Approach to Engineering Principles*. Elsevier and Academic Press, 2017; "Thermodynamic properties of aqueous PEO-PPO-PEO micelles of varying hydrophilicity with added cisplatin determined by differential scanning calorimetry." *Journal of Thermal Analysis and Calorimetry* 127, 1583-1592, 2017

Number of Dissertations/Theses Supervised in the Past 5 Years: 7

Distinctions: Nominee, Virginia Tech Wine Award for Teaching, 2007; Academic Dean's List for Teaching, 2004, 2002, 1998, 1994; Training Fellowship, National Institutes for Health, 1991-1993

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LOW, LISA KANE Associate Professor, School of Nursing and Women's Studies (tenured)
Education: B.S.N., University of Michigan, 1984; M.S., University of Illinois, 1987; Ph.D., University of Michigan, 2001
Academic Experience: Lecturer/GSI/Research Assistant Professor/Associate Professor, University of Michigan, 1990-Present
Overseas Experience: Honduras, Turkey, Netherlands
Foreign Language Proficiency: Spanish (5)
Instructional Content Area Expertise: 50%
Number of Area Studies Courses Taught: 8. Examples: Globalization, Culture and Women's Health; Global Reproductive Health: Issues in Developing Countries; Midwifery clinical immersions in Honduras and the Netherlands; Care of Childbearing Women; Perspectives in Women's Health; Women's Reproductive Health and Global health courses
Research and Training Specialization: Comparative health systems, safe motherhood, childbirth practices in developing countries
Number of Recent Publications: 4 co-authored articles. Examples: "Moving Towards Patient Centered Care: Women's Decisions, Perceptions, and Experiences of the Induction of Labor Process," co-authored with Moore, J. Kane Low, L., Titler, M., Dalton, V. Sampselle, C. *Birth* 41(2), 138-46, 2014; "Consumer information on fetal heart rate monitoring during labor: a content analysis: a content analysis," co-authored with Torres J, De Vries R, Low LK. *Journal of Perinatal & Neonatal Nursing* 28(2), 135-43, 2014; "The role of maternity care providers in enabling women to use birthing positions during second stage labor," co-authored with Nieuwenhuijze, M, Low, Kane L; Korstjens, I.; Lagro-Janssen, T. J. *Midwifery Women's Health* 59(3), 277-285, 2014; "Predicting Birth-Related Levator Ani Tear Severity in Primiparous Women: Evaluating Maternal Recovery from Labor and Delivery (EMRLD Study)," co-authored by Low, Kane L. , Zielinski, R. , Tao, Y. , Galecki, A. , Brandon, C. and Miller, J. *Open Journal of Obstetrics and Gynecology* 4, 266-278, 2014.
Number of Dissertations/Theses Supervised in the Past 5 Years: 1
Distinctions: Ongoing collaborative project in Honduras to study Safe Motherhood Global Health policy being implemented in Honduras

LOZOFF, BETSY Professor, Pediatrics and Communicable Diseases and Environmental Health Sciences, and Research Professor in the Center for Human Growth and Development (tenured)
Education: B.A., Radcliffe College, 1965; M.D., Case Western Reserve University, 1971; M.S., Case Western Reserve University, 1981
Academic Experience: Assistant/Associate/Full Professor, Case Western Reserve University, 1976-1993; Professor, University of Michigan, 1993-present
Overseas Experience: Guatemala, Costa Rica, Chile
Foreign Language Proficiency: Spanish (3), French (2)
Instructional Content Area Expertise: 35%
Number of Area Studies Courses Taught: None
Research and Training Specialization: Iron deficiency and infant behavior; cross-cultural issues in Pediatrics
Number of Recent Publications: 5 co-authored journal articles. Selected Examples: "Neurodevelopment: The impact of nutrition and inflammation during infancy in low resource settings," co-authored with Krebs NF, Georgieff MK. *Pediatrics* 2017; "Rapid early growth and short breastfeeding are associated to low adolescent adiponectin levels," co-authored with Reyes M, Burrows R, Blanco E, Gahagan S. *Pediatric Obesity*, 2017; "Differences on brain connectivity in adulthood are present in subjects with iron deficiency anemia in infancy," co-authored with Algarin C, Karunakaran K, Reyes S, Morales C, Peirano P, Biswal B. *Frontiers in Aging Neuroscience* 9 2017; "Infant iron deficiency, child affect, and maternal unresponsiveness: Testing the long-term effects of functional isolation," co-authored with East P, Blanco E, Delker E, Delva J, Encina P, Gahagan S. *Developmental Psychology*. forthcoming. "Breastfeeding as the sole source of milk for 6 months and adolescent bone mineral density," co-authored with Blanco E, Burrows R, Reyes M, Gahagan S, Albala C. *Osteoporosis International*, 2017.
Number of Dissertations/Theses Supervised in the Past 5 Years: 3
Distinctions: Method to Extend Research in Time Award, 1999; member of Board on Children, Youth, and Families of the National Research Council, 2006-2009; Undergraduate Research Opportunities Program Faculty Recognition Award

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LUCAS, ASHLEY Associate Professor, Theatre and Drama, Residential College (tenured)
Education: B.A., Yale University, 2001; M.A., University of California-San Diego, 2003; Ph.D., University of California-San Diego, 2006
Academic Experience: Assistant Professor, University of North Carolina, 2008-2012; Associate Professor, University of Michigan, 2013-present
Overseas Experience: Brazil
Foreign Language Proficiency: Spanish (4), Portuguese (3)
Instructional Content Area Expertise: 60%
Number of Area Studies Courses Taught: 3. Examples: Latina/o Theatre for Social Change; The Atonement Project; Theater and Incarceration
Research and Training Specialization: U.S. Latina/o theatre, prison theatre around the world, multicultural and ethnic theatre
Number of Recent Publications: 1 single-authored monograph, 3 single-authored journal articles. Selected Examples: *We All Looking at Walls: Ethnographic Theatre in Prison Contexts*, forthcoming; *Prison Theatre in a Global Context*, forthcoming; "Chavez Ravine: Culture Clash and the Political Project of Rewriting History." *Theatre History Journal*, forthcoming; "When I Run in My Bare Feet: Music, Writing, and Theatre in a North Carolina Women's Prison." *American Music* 31(2) 134-162, 2013; "Performing the Queer Frontera: Gregory Ramos; Play Border Stories." *Revista de Literatura Mexicana Contemporánea* 53(18), xxxv-xl, 2012.
Number of Dissertations/Theses Supervised in the Past 5 Years: 7
Distinctions: Faculty Grants and Awards Program, Office of Research, University of Michigan, 2017; Faculty Summer Funding Award, Center for World Performance Studies, University of Michigan, 2017; Regent's Award for Distinguished Public Service, University of Michigan, 2015

MANNHEIM, BRUCE Professor, Anthropology (tenured)
Education: B.A., City College of the City University of New York, 1972; A.M., University of Chicago, 1977; Ph.D., University of Chicago, 1983
Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1983-present
Overseas Experience: Peru, Bolivia
Foreign Language Proficiency: Spanish (5), Southern Quechua (4), French (3)
Instructional Content Area Expertise: 100%
Number of Area Studies Courses Taught: 4. Examples: Ethnopoetics: Cross-Cultural Approaches to Verbal Art; Introduction to Linguistic Anthropology; Andean Civilization; Language as Social Action
Research and Training Specialization: Deterritorialized area studies; Colonial Latin American historiography; Quechua linguistics and linguistic anthropology; Andean language, culture, and history
Number of Recent Publications: 4 single-authored book chapters. Selected Examples: "... A current of its own making': Functional targets in historical phonology," forthcoming; "A song of snow and flowers," in *Inka News: Heretical Essays in Andean History, Religion and Society*. Viviana Moscovich, Jan Szemiński, and Barak Afik (eds.). forthcoming; "Southern Quechua Ontology," in *Sacred Matter: Animism and Authority in Pre-Columbian America*. Steven Kosiba, Thomas Cummins, and John Janusek (eds.). Washington: Dumbarton Oaks. forthcoming; "Ontological Foundations for Inka Archaeology," in *Andean Ontologies: New Perspectives from Archaeology, Ethnohistory and Bioarchaeology*. María Cecilia Lozada and Henry Tantaleán (eds.). forthcoming.
Number of Dissertations/Theses Supervised in the Past 5 Years: 30
Distinctions: Fellow, National Endowment for the Humanities, 1999-2000; Former President, Society for Latin American and Caribbean Anthropology

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

MARCUS, JOYCE Professor, Anthropology; Curator of Latin American Archaeology, Museum of Anthropology (tenured)

Education: A.B., University of California-Berkeley, 1969; M.A., Harvard University, 1971; Ph.D., Harvard University, 1974

Academic Experience: Professor, University of Michigan, 1985; Curator, Museum of Anthropology, University of Michigan, 1985-present

Overseas Experience: Mexico, Guatemala, Peru

Foreign Language Proficiency: Spanish (3), Quechua (2), French (2)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 3. Example: Creation of Inequality; Aztec, Maya, and Inca Civilizations; War and Social Evolution

Research and Training Specialization: Ethnohistory of the Maya; archaeology of Mexico, Guatemala, and Peru; Mesoamerican writing systems

Number of Recent Publications: 1 single-authored monograph, 2 co-authored monographs, 2 single-authored journal articles. Selected Examples: *Coastal Ecosystems and Economic Strategies at Cerro Azul, Peru: The Study of a Late Intermediate Kingdom*. Memoir 59. Ann Arbor: Museum of Anthropology, University of Michigan, 2016; *Excavations at San José Mogote 2: The Cognitive Archaeology*, co-authored with Kent V. Flannery. Memoir 58, Ann Arbor: Museum of Anthropology, University of Michigan, 2015; *The Creation of Inequality: How Our Prehistoric Ancestors Set the Stage for Monarchy, Slavery, and Empire*, co-authored with Kent Flannery. Cambridge: Harvard University Press, 2012; "Barcoding Spindles and Decorating Whorls: How Weavers Marked Their Property at Cerro Azul, Peru." *Ñawpa Pacha* 36(1), 1-21, 2016; "Studying the Individual in Prehistory: A Tale of Three Women from Cerro Azul, Peru." *Ñawpa Pacha* 35(1), 1-22, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 1

Distinctions: Chair of Social Sciences, National Academy of Sciences, 2016-2018; Elected to Mexico's Academy of History, 2015; Robert L. Carneiro Distinguished Professor of Social Evolution, University of Michigan, 2005-present; Elman R. Service Collegiate Professor of Cultural Evolution, University of Michigan, 1998-2005

MAYS, DEVI Assistant Professor, Judaic Studies (tenure track)

Education: B.A., University of British Columbia, 2006; M.A., Indiana University, 2009; Ph.D., Indiana University, 2013

Academic Experience: Assistant Professor, University of Michigan, 2014-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (4), Turkish (4), Modern Hebrew (3), Ladino (2), French (2), Biblical Hebrew (2), Ottoman (2), Classical Arabic (2), Italian (2), German (1), Sanskrit (1)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: 1. Example: A Global History of the Jews of Spain

Research and Training Specialization: Migration of Sephardic Jews to Mexico, transnational Jewish networks

Number of Recent Publications: 2 single-authored journal articles. Selected Examples: "Patriot Games: Ottoman Jews, Transnational Ties, and Divided Loyalties during the Balkan Wars and World War I." *Shofar: An Interdisciplinary Journal of Jewish Studies*. forthcoming; "'I Killed Her Because I Loved Her Too Much': Gender and Violence in the 20th-Century Sephardi Diaspora." *Mashriq and Mahjar: Journal of Middle Eastern Migration Studies* 3, 4-28, Special Issue on Gender and Migration, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Latin American Jewish Studies Association Award for Best Dissertation, 2015; Fellow, Frankel Institute for Advanced Jewish Studies, University of Michigan, 2014

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

MERAJVER, SOFIA Professor, Internal Medicine, Public Health (tenured)

Education: Ph.D., University of Maryland, 1978; M.D., University of Michigan, 1987

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1998-present

Overseas Experience: Ecuador, Bolivia, Argentina

Foreign Language Proficiency: Spanish (5), Portuguese (2), French (2)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: N/A

Research and Training Specialization: Integrating molecular genetics of breast cancer with clinical, social, and environmental determinants of outcomes in the global stage for women at high risk for breast cancer and women affected with aggressive breast cancer phenotypes

Number of Recent Publications: 1 co-authored journal article. Selected Examples: "Breast Cancer Screening Recommendations: Dynamic Extrapolation of Limited Data," co-authored with Mooney, C.J. *Breast Cancer Research and Treatment*. forthcoming.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Michigan Institute for Clinical and Health Research Distinguished Clinical and Translational Research Mentor Award, 2013; Estee Lauder Award recipient, Breast Cancer Research Fund, 2006-present

METZGER, MICHAEL Adjunct Assistant Professor, Marketing, Stephen M. Ross School of Business (non-tenure track)

Education: B.S., Central Michigan University, 1989; M.B.A., University of Toledo, 1991; M.A., University of Michigan, 1998; Ph.D., University of Michigan, 2000

Academic Experience: Adjunct Assistant Professor, University of Michigan, 2000-present

Overseas Experience: Chile, Peru, Mexico

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: International Marketing; Global Practicum: Study Abroad

Research and Training Specialization: University-based economic development, entrepreneurship, and technology transfer; developing Latin American economies, sustainable technologies and business practices; wine industry in South America

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Pew Younger Scholar, University of Notre Dame, 1998; Fellowship, School of Education, University of Michigan, 1995

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

MEZA, RAFAEL Associate Professor, Epidemiology (tenured)

Education: B.S., Instituto Tecnológico Autónomo de México, 2000; Ph.D., University of Washington, 2006

Academic Experience: Postdoctoral Fellow, University of British Columbia, 2008-2011; Assistant/Associate Professor, University of Michigan, 2011-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: 2. Examples: Cancer Risk and Epidemiology Modeling; Field Methods in Epidemiology for Developing Countries

Research and Training Specialization: Cancer risk assessment, tobacco, assessing the potential of HPV screening in Guatemala

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: "Expected Population Weight and Diabetes Impact of the 1-peso-per-litre Tax to Sugar Sweetened Beverages in Mexico," co-authored with Barrientos-Gutierrez T, Zepeda-Tello R, Rodriguez ER, Colchero-Aragones A, Rojas-Martinez R, Hernandez-Avila M, Rivera-Dommarco J. *PLoS One*, 12(5), e0176336, 2017. "Acceptability of HPV Self-Sampling for Cervical Cancer Screening in an Indigenous Community in Guatemala," co-authored with Gottschlich AP, Rivera-Andrade A, Grajeda E, Alvarez C, and Mendoza-Montano C. *Journal of Global Oncology*, 2017. "Burden of Type 2 Diabetes in Mexico: Past, Current and Future Prevalence and Incidence Rates," co-authored with Barrientos-Gutierrez T, Rojas-Martinez R, Reynoso-Noverón N, Palacio-Mejia LS, Lazcano-Ponce E, Hernández-Ávila M. *Preventive Medicine* 81, 445-450, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 5

Distinctions: Honorary Professor, Mexico National Institute of Public Health, 2014-present; Boeing Award of Excellence, University of Washington, 2004

MILLS, KENNETH Professor, History (tenured)

Education: B.A., University of Alberta; M.A., University of Alberta; D.Phil., University of Oxford, 1992

Academic Experience: Assistant/Associate Professor, Princeton University, 1993-2003; Professor, University of Toronto, 2003-2015; Professor, University of Michigan, 2015-present

Overseas Experience: Latin America, Peru, Spain

Foreign Language Proficiency: Spanish (5), French (5)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 3. Examples: Across Oceans, Lands and Peoples: A Cultural History of the Early Modern Iberian World; Topics in History: Conversions and Christianities in an Early Modern World and Beyond; Latin America: Colonial Period

Research and Training Specialization: Histories of the early modern Iberian world and colonial Latin America

Number of Recent Publications: 1 co-edited volume, 1 single-authored journal article, 1 single-authored book chapter. Selected Examples: "On the Presentation of Diego de Ocaña O. S. H. (ca. 1570-1608)." *Colonial Latin American Review* 25(4), 559-567, 2016; "Mission and Narrative in the Early Modern Spanish World: Diego de Ocaña's Desert in Passing," in *Faithful Narratives: Historians, Religion, and the Challenge of Objectivity*. Andrea Sterk and Nina Caputo (eds.). Ithaca: Cornell University Press, 115-131, 2014; *Lexikon of the Hispanic Baroque Transatlantic Exchange and Transformation*, co-edited with Evonne Levy. Austin: University of Texas Press, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 2

Distinctions: J. Frederick Hoffman Professor of History, 2015; Paul W. McQuillen Memorial Research Fellow, John Carter Brown Library, 2018; Faculty Fellowship, Institute for the Humanities, 2018.

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

MOJE, ELIZABETH Professor, Education (tenured); Dean, School of Education

Education: B.A., Concordia College-Ann Arbor, 1983; M.A., Eastern Michigan University, 1990; Ph.D., Purdue University, 1994

Academic Experience: Assistant Professor, University of Utah, 1994-1997; Assistant/Associate/Full Professor, University of Michigan, 1997-present, Dean, School of Education, University of Michigan, 2017-present

Overseas Experience: None

Foreign Language Proficiency: French (2)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: None

Research and Training Specialization: Literacy theory, youth culture and identity, research methods (ethnography and mixed methods, in particular), literacy teaching practices

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: "No more telling as teaching: Less lecture, more engaged learning," co-authored with Tovani, C. Portsmouth, NH: Heineman, 2017; "Extended—and extending—literacies," co-authored with Ellison, T. L. *Journal of Education* 196(3), 27-34, 2016; "Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise," co-authored with Ellison, T. L. *Harvard Educational Review* 85, 254-278, 2015; "An integrative framework for the analysis of multiple and multimodal representations for meaning making in science education," co-authored with Tang, K., Delgado, C. *Science Education* 98(2), 305-326, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 18

Distinctions: George Herbert Mead Collegiate Professor of Education, University of Michigan, 2016-present; Fellow, American Educational Research Association, 2012; Provost's Teaching Innovation Prize, University of Michigan, 2010; Edward B. Fry Book Award, 2007; Arthur F. Thurnau Professorship, University of Michigan, 2004

MONFREDA, CHAD Postdoctoral Fellow, Public Policy (non-tenured)

Education: B.A., Boston University, 2000; M.S., University of Wisconsin, 2007; Ph.D., Arizona State University, 2015

Academic Experience: Sustainable Energy Content Editor and Thematic Expert, International Institute for Sustainable Development, 2013-2016; Postdoctoral Fellow, University of Michigan, 2015-present

Overseas Experience: Mexico, Spain

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 1. Example: Imagining the Global Environment: History, Science, Policy

Research and Training Specialization: Carbon markets in California and Mexico and how emerging techniques for measuring and valuing the carbon stored in tropical forests are helping to create new modes of transnational environmental governance

Number of Recent Publications: 1 co-authored article, 1 co-authored book chapter. Examples: "Energy Ethics in Science and Engineering Education," co-authored with J.R. Hollander, C. Miller, F. Benya, C. Monfreda, and L. Osborne. In *International Perspectives on Engineering Education: Engineering Education and Practice in Context, Volume 1*. S. Hyldgaard Christensen and B. Newberry (eds.). Springer, 2015; "Studying Emerge: Findings from an event ethnography," co-authored with Davies, S, C Selin, S Rodegher, C Altamirano Allende, M Burnam-Fink, C DiVittorio, C Glerup, C Keyes, M Kimball, M Liao, C Monfreda, and B Trinidad. *Futures* 70: 75-85, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Climate Futures Initiative Princeton-Mellon Fellow, 2017.

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

MORA, ANTHONY Associate Professor, American Culture, History (tenured)

Education: B.A., University of New Mexico, 1996; M.A., University of Notre Dame, 1998; Ph.D., University of Notre Dame, 2002

Academic Experience: Assistant Professor, Texas A & M University, 2002-2007; Assistant/Associate Professor, University of Michigan, 2007-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (3)

Instructional Content Area Expertise: 35%

Number of Area Studies Courses Taught: 2. Examples: Introduction to Latina/o Studies; Latina/o Studies and the Humanities: History of the U.S. West

Research and Training Specialization: Historical construction of race, gender, and sexuality; how racial and national ideologies influenced the meaning of Mexican identity along the nineteenth-century U.S./Mexico border

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: 8

Distinctions: Arrington Prucha Prize in Western American Religious History, *Western Historical Quarterly*, 2006; Visiting Scholar, American Academy of Arts and Sciences, 2006-2007

NAIR, SUPRIYA MUNDADATH Professor, English (tenured)

Education: M.A., Baylor University, 1987; Ph.D., University of Texas-Austin, 1992

Academic Experience: Assistant/Associate/Full Professor, Tulane University, 1992-2016; Professor, University of Michigan, 2016-present

Overseas Experience: China, France, South Africa, Jamaica, Brazil, Barbados, Puerto Rico, United Kingdom

Foreign Language Proficiency: None

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 3. Examples: Caribbean Literature; Literature of the Americas; Colonial Discourses and Postcolonial Theory

Research and Training Specialization: Postcolonial literature; Caribbean literature

Number of Recent Publications: 2 single-authored journal articles, 2 single-authored book chapters. Selected Examples: "The Caribbean and the Tourist Gaze," in *Caribbean Literature in Transition*. Ronald Cummings and Alison Donnell (eds.). Cambridge University Press (in progress); "Defying Social Death: Magic, Medicine, and Masquerade in Marie-Elena John's *Unburnable*," *Symbolism* 16, 75-95, 2016; "The Novel and decolonization in the Caribbean," in *The Oxford History of the Novel in English*, vol. 11, Oxford: Oxford University Press, 55-68, 2016; "A Poetics of Relations: the Multiple Returns of Caribbean Literary Studies," *Anthurium: A Caribbean Studies Journal*, 10(2), 2013

Number of Dissertations/Theses Supervised in the Past 5 Years: 3

Distinctions: Chair, Founding Executive Committee of the MLA CLCS Caribbean Forum, 2016; Nominee, Outstanding Faculty award, Latin American Graduate Organization, 2014; Monroe Fellowship, Tulane University, 2012-2013; Simon Rodriguez Award, Stone Center for Latin American and Caribbean Studies, 2009; Tulane Research Enhancement Grant, 2007; Newcomb Foundation Grant, Tulane University, 2007; Clare Hall Fellow, Cambridge University, 2004

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

NEITZEL, RICHARD Associate Professor and Associate Chair, Environmental Health Sciences (tenured)
Education: B.S., University of Southern California, 1996; M.S., University of Washington, 1998; Ph.D., University of Washington, 2009
Academic Experience: Assistant/Associate Professor, University of Michigan, 2011-present
Overseas Experience: Argentina, Chile, Uruguay
Foreign Language Proficiency: Spanish (1), Swedish (1)
Instructional Content Area Expertise: 20%
Number of Area Studies Courses Taught: 1. Example: Principles of Environmental Health Sciences
Research and Training Specialization: Noise exposure
Number of Recent Publications: 5 co-authored journal articles. Selected Examples: "Improving the Accuracy of Smart Devices to Measure Noise Exposure," co-authored with Roberts BT, Kardous C. *Journal of Occupational and Environmental Hygiene* 13(11), 840-846, 2016; "An exploratory study of noise exposures in educational and private dental clinics," co-authored with Burk AT. *Journal of Occupational and Environmental Hygiene* 13(10), 741-749, 2016; "What can 35 years and over 700,000 measurements tell us about noise exposure in the mining industry?" *International Journal of Audiology*, 2016; "A comparison of an audiometric screening tool with an in-depth research questionnaire for hearing loss and hearing loss risk factors," co-authored with Mosites ET, Galusha D, Trufan-Vegso S, Dixon-Ernst C, Rabinowitz P. *International Journal of Audiology*, 1-5, 2016; "Multiple Elemental Exposures Amongst Individuals at the Agbogbloshie Electronic Waste (E-Waste) Site in Ghana," co-authored with Basu N, Perkins M, Fobil J, Assompong E, Kufri R. *Chemosphere* 164, 68-74, 2016.
Number of Dissertations/Theses Supervised in the Past 5 Years: 11
Distinctions: Excellence in Teaching Award, School of Public Health, University of Michigan, 2017; Fellow, American Industrial Hygiene Association, 2015

NELSON, KATHRYN Clinical Assistant Professor, Nursing
Education: B.S.N., Calvin College, 2002; M.S., University of Michigan, 2005; D.N.P., Oakland University, 2011
Academic Experience: Visiting Professor, Mongolian National University of Medical Sciences, 2013
Overseas Experience: Nicaragua, Mongolia
Foreign Language Proficiency: Spanish (3)
Instructional Content Area Expertise: 0%
Number of Area Studies Courses Taught: None
Research and Training Specialization: care of pediatric patients with acute and chronic illness and on teaching strategies that promote clinical decision making and effective communication, global health.
Number of Recent Publications: None
Number of Dissertations/Theses Supervised in the Past 5 Years: None
Distinctions: Program Lead, Acute Care Pediatric Nurse Practitioner Program

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

NEMSER, DANIEL Associate Professor, Spanish (RLL) (tenured)

Education: B.A., University of Michigan, 2002; M.A., University of California-Berkeley, 2006; Ph.D., University of California-Berkeley, 2011

Academic Experience: Assistant Professor, University of Michigan, 2011-present

Overseas Experience: Spain, Mexico

Foreign Language Proficiency: Spanish (5), Portuguese (3), Latin (2), Nahuatl (2)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 5. Examples: The Colonial Archive and the Politics of History; Colonialism and Racism in Latin America; Colonial Latin American Literature; Spanish Colonialism and Race; New (World) Debates and the Ideology of Empire

Research and Training Specialization: Colonial Latin America, especially on race and racialization under Spanish colonialism, as well as history/historiography, materiality, and indigenous studies with a special focus on Nahuatl

Number of Recent Publications: 1 single-authored monograph, 4 single-authored journal articles. Selected Examples: "The Iberian Slave Trade and the Racialization of Freedom." *History of the Present: A Journal of Critical History* 8(1), forthcoming; "Triangulating Blackness: Mexico City, 1612." *Mexican Studies/Estudios Mexicanos* 33(3), forthcoming; *Infrastructures of Race: Concentration and Biopolitics in Colonial Mexico*. Austin: University of Texas Press, 2017; "Eviction and the Archive: Materials for an Archaeology of the Archivo General de Indias." *Journal of Spanish Cultural Studies* 16(2), 123-141, 2015; "Primitive Accumulation, Geometric Space, and the Construction of the 'Indian.'" *Journal of Latin American Cultural Studies* 24(3), 335-352, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: Best Book in the Humanities, Mexico section, Latin American Studies Association, for

Infrastructures of Race, 2018; Fellow, Newberry Library, 2016; Faculty Fellowship, Institute for the Humanities, University of Michigan, 2014-2015; FLAS fellowship in Nahuatl, University of California-Berkeley, 2007, FLAS fellowship in Portuguese, University of California-Berkeley, 2004-2005

NESTRO, LESLIE Clinical Instructor, Nursing

Education: B.S.N., University of Alabama-Huntsville, 2009; M.S.N., Oakland University, 2013; D.N.P., Oakland University, 2016

Academic Experience: Pediatric Clinical Instructor, Henry Ford Community College, 2009-2014; Pediatric Clinical Instructor, University of Michigan, 2013-2015; Pediatric Lecturer, University of Michigan, 2016-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 1. Example: Faculty lead for Spanish Language for Health Care Professionals in Oaxaca, Mexico

Research and Training Specialization: Maternal, newborn, and adolescent health in developing and underserved areas around the world

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: PAHO/WHO Collaborating Center Faculty Group, 2017-Present; Global Outreach Award, University of Michigan School of Nursing, 2017-2018

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

O'NEILL, MARIE Professor, Public Health (tenured)

Education: B.A., Brown University, 1990; M.S., Harvard University, 1997; Ph.D., University of North Carolina

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2006-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 1. Example: Research Seminar in International Health

Research and Training Specialization: Cardiovascular mechanisms for air pollution health effects Climate change, weather and health Environmental equity and susceptible populations Environmental exposure assessment Air pollution, temperature and health in Latin American cities

Number of Recent Publications: 2 co-authored journal articles. Selected Examples: "Strategies to reduce the harmful effects of extreme heat events: a four-city study," co-authored with White-Newsome, J.L., McCormick, S., Sampson, N., Buxton, M.A., Gronlund, C. J., Catalano, L., Conlon, K.C., Parker, E.A. *International Journal of Environmental Research and Public Health*, 1960-1988, 2014; "Outdoor Air Pollution, Preterm Birth, and Low Birth Weight: Analysis of the World Health Organization Global Survey on Maternal and Perinatal Health," co-authored with Fleischer NL, Meriardi M, van Donkelaar A, Vadillo-Ortega F, Martin RV, Betran AP, Souza JP. *Environmental Health Perspectives*, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 1

Distinctions: Outstanding New Environmental Scientists R-01 award, National Institute of Environmental Health Sciences, 2008; Ruth L. Kirchstein National Research Service Award, 2001; William R. Kenan, Jr. Fellowship, University of North Carolina, 1997

OLIVA-FIORI, PAULA Lecturer I, Latin American and Caribbean Studies (non-tenure track)

Education: B.A., Universidad Nacional de Córdoba, 1996; M.A., Wayne State University, 2005; Ph.D., Wayne State University, 2015

Academic Experience: Instructor, Wayne State University, 2001-2017; Lecturer, University of Michigan, 2017-present

Overseas Experience: Latin America

Foreign Language Proficiency: Spanish (5), Italian (3), Portuguese (2)

Pedagogy Training:

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 3. Examples: Latin American Politics and Culture; Fiction and Politics in Latin America; Second-Year Spanish

Research and Training Specialization: Latin American literature and cultural studies, fiction and politics, Spanish language and culture

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: 15

Distinctions: King-Chavez- Parks Future Faculty Fellowship, Wayne State University, 2006-2008; Thomas C. Rumble Graduate Fellowship, 2007-2008

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ORTEGA, ROBERT Associate Professor, Social Work (tenured)

Education: A.B., University of Michigan, 1977; M.S.W., University of Michigan, 1983; A.M., University of Michigan, 1987; Ph.D., University of Michigan, 1991

Academic Experience: Assistant/Associate Professor, University of Michigan, 1991-present

Overseas Experience: Mexico, China

Foreign Language Proficiency: Spanish (3)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 1. Example: Practice Seminar in Child Maltreatment: Assessment and Treatment

Research and Training Specialization: Impact of NAFTA on US/Mexico/Canada youth, child maltreatment, clinical practice in social work, community-based research

Number of Recent Publications: 4 co-edited volumes. Selected Examples: Gutierrez, L., and Ortega, R. *Developing Learning and Teaching about Diversity and Social Justice*. Taylor, I., Bogo, M., Teater, B., and Lefevre, M. (eds.). *International Handbook of Social Work Education*. Routledge, forthcoming; Ortega, R. M. *Group Work and Socially Just Practice*. C. Garvin, L. M. Gutierrez, and M. Galinsky (eds.). *Handbook of Social Work with Groups* (2nd ed). New York: Guilford Press, forthcoming.

Number of Dissertations/Theses Supervised in the Past 5 Years: 4

Distinctions: Distinguished Faculty Award, School of Social Work, University of Michigan, 2017; Blue Flame Lifetime Achievement Award, Organization of Latino Social Workers, 2015

OVALLE, MICHAEL JONATHAN Assistant Professor, Music

Education: B.M., University of Michigan; M.M., University of Michigan

Academic Experience: Director, Percussion Studies, University of Toledo; Director, Percussion, Plymouth Canton Educational Park

Overseas Experience: Mexico, Cuba

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 5%

Number of Area Studies Courses Taught: 1. Example: Faculty co-lead for SMTD Spring percussion trip to Cuba, 2017

Research and Training Specialization: kinesiology/motor coordination, concertizing and developing a body of new repertoire, which stands at the nexus of contemporary chamber percussion music and Afro-Cuban percussion traditions

Number of Recent Publications: 2 compositions, 1 co-authored journal article. Examples: *Epic Proportions* for percussion sextet featuring marimba and drumset soloists, 2017; *Echo Funk* for drumset soloist and percussion octet, 2015; “La cultura física y el deporte: fenómenos sociales,” co-authored with Camargo R., Diana A, Gomez, Edwin A, Ovalle O., Jonathan, Rubiano, Ricardo. *Revista de la Facultad Nacional de Salud Pública* 31(S1), 116-125, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Currently leads his own Afro-Cuban trio/quartet featuring him as a drummer and composer.

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

OWUSU, MAXWELL Professor, Anthropology (tenured)

Education: B.S., London School of Economics, 1963; M.A., University of Chicago, 1966; Ph.D., University of Chicago, 1968

Academic Experience: Assistant Professor, Sacramento State College, 1969-1970; Associate Professor, California State University-Sacramento, 1970-1973; Associate/Full Professor, University of Michigan, 1973-present

Overseas Experience: Nicaragua, El Salvador, Costa Rica

Foreign Language Proficiency: Spanish (3)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 3. Examples: Introduction to Caribbean Societies and Cultures; Economic Anthropology and Development; African Cultures

Research and Training Specialization: Anthropology of law; socioeconomic development and underdevelopment; Caribbean society

Number of Recent Publications: None .

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Excellence in Education Award, College of LSA, University of Michigan, 1993

PARRISH, SUSAN SCOTT Professor, English Language and Literature, Environment (tenured)

Education: B.A., Princeton University, 1986; M.A., University of California-Berkeley, 1990; Ph.D., Stanford University, 1998

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1998-present

Overseas Experience: The Caribbean

Foreign Language Proficiency: None

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 3. Examples: Southern Modern; The West Since 1492; Travels and Travails in New Worlds

Research and Training Specialization: Interrelated issues of race, the environment, and knowledge-making in the Atlantic world from the seventeenth up through the mid-twentieth century, with a particular emphasis on southern and Caribbean plantation zones

Number of Recent Publications: 1 single-authored monograph, 2 single-authored book chapters. Selected Examples: *The Flood Year 1927: A Cultural History*. Princeton University Press, 2017; "Richard Wright's Environments," in *African American Autobiography: Twenty-First Century Contexts and Criticism*. Eric D. Lamore (ed.). University of Wisconsin Press, 2016; "As I Lay Dying and the Modern Aesthetics of Ecological Crisis," in *The New Cambridge Companion to William Faulkner*. John Matthews (ed.). Cambridge University Press, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 11

Distinctions: Michigan Humanities Award, University of Michigan, 2013; John Rich Fellowship, Institute for the Humanities, University of Michigan, 2008-2009

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

PEDRAZA, SILVIA Professor, Sociology, American Culture (tenured)

Education: B.A., University of Michigan, 1967; M.A., University of Michigan, 1971; M.A., University of Chicago, 1977; Ph.D., University of Chicago, 1980

Academic Experience: Assistant Professor, Washington University, St. Louis, 1981-1986; Assistant/Associate/Full Professor, University of Michigan, 1986-present

Overseas Experience: Cuba, Mexico, Colombia, Dominican Republic, and Spain

Foreign Language Proficiency: Spanish (5), French (5), German (3)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 3. Examples: American Immigration: Sociological Perspectives; What is an American?; Transforming America

Research and Training Specialization: Immigration, race and ethnicity in America; Latin American and Asian immigration to the U.S.; Latin American development.

Number of Recent Publications: 3 single-authored book chapters. Selected Examples: "Art, Politics, Exile: The Generation of the 1980s in Cuba," in *Artists in Purgatory, in the Collection of Jorge Reynardus*, Aldo Menéndez (ed.). New York: Cuban American Art Alliance. 2017; "Social Protest and Migration," in *The Encyclopedia of Global Human Migration*. Immanuel Ness (ed.). Oxford, UK: Wiley-Blackwell, 2014; "Cuban Revolution," in *The Encyclopedia of Global Human Migration*. David A. Snow, Donatella Della Porta, Bert Klandermans, and DougMcAdam (eds.). Wiley-Blackwell: Oxford, UK, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Honorary Faculty Award, Golden Key International Honour Society, 2016; Scholarship and Research Award, Center for Latin American and Caribbean Studies, University of Michigan, 2015; Julian Samora Distinguished Career Award, American Sociological Association

PERFECTO, IVETTE Professor, Environment and Sustainability (tenured)

Education: B.S., Universidad Sagrado Corazón, 1977; M.S., University of Michigan, 1982; Ph.D., University of Michigan, 1989

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1989-present

Overseas Experience: Nicaragua, Puerto Rico, Mexico

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: 2. Examples: Our Common Future: Ecology, Economics and Ethics of Sustainable Development; Field Ecology

Research and Training Specialization: Agro-ecology, tropical ecology, and biological diversity

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: L García-Barrios, J Cruz-Morales, J Vandermeer, I Perfecto. "The Azteca Chess experience: learning how to share concepts of ecological complexity with small coffee farmers." *Ecology and Society* 22(2), 2017; FF Goulart, I Perfecto, J Vandermeer, D Boucher, MJ Chappell. "Emissions from cattle farming in Brazil." *Nature Climate Change* 6(10), 2016; K Li, JH Vandermeer, I Perfecto. "Disentangling endogenous versus exogenous pattern formation in spatial ecology: a case study of the ant Azteca sericeasur in southern Mexico." *Open Science* 3(5), 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: George Willis Pack Professorship, 2009-present

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

PETERSON, KAREN Professor, Public Health (tenured)

Education: R.D., Peter Bent Brigham Hospital, 1977; D.Sc., Harvard University, 1987

Academic Experience: Associate Professor, Harvard University, 2000-2008; Professor, University of Michigan, 2008-present

Overseas Experience: Latin America, Mexico, Chile, Brazil

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: 1. Example: Physical Growth and Maturation

Research and Training Specialization: Influence of biosocial and environmental influences on child growth and maturation during sensitive developmental periods

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: National Institute of Health Grant, “3Gen: Multigenerational Effects of Toxicant Exposures on Life Course Health and Neurocognitive Outcomes in the ELEMENT Birth Cohorts,” 2017

PIETTE, JOHN Professor, Health Behavior and Health Education and Internal Medicine (tenured); Senior Research Scientist of Veterans Administration; Director, Center for Managing Chronic Diseases

Education: B.A., University of Wisconsin-Madison, 1985; M.S., Harvard University, 1987; Ph.D., Brown University, 1992

Academic Experience: Consulting Assistant Professor, Stanford University, 1993-2001; Associate/Full Professor (with tenure), University of Michigan

Overseas Experience: Honduras, Mexico, Nicaragua, Chile, Colombia, Bolivia, Argentina, Guatemala, Peru, Venezuela

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 15%

Number of Area Studies Courses Taught: 2. Examples: Mobile Health, Brief Behavioral Interventions

Research and Training Specialization: Interventional research to improve chronic disease management, Global Health with a focus on Latin America

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: “Re-Thinking the frequency of between-visit monitoring for patients with diabetes,” co-authored with Aikens, J.E., Rosland, A.M., Sussman J. *Medical Care*, forthcoming; “Diabetes self-management support using mHealth and enhanced informal caregiving,” co-authored with Aikens, J.E., Zivin, K., Rosland, A.M. *Journal of Diabetes and Its Complications*, forthcoming; “Spanish-speaking patients' engagement in Interactive Voice Response chronic disease self-management support calls: analysis of data from three countries,” co-authored with Marinec, N., Gallegos-Cabriaes, E.C., Gutierrez-Valverde, J.M., Rodriguez-Saldaña, J., Menoza-Avelares, M., Silveira, M.J. *Journal of Telemedicine and Telecare*, 89-94. 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 5

Distinctions: V.A. National Mentor Award, 2016; Fulbright US Scholar to Bolivia Catholic University, June-September 2014.

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

PIMENTEL WALKER, ANA PAULA Assistant Professor, Urban and Regional Planning (tenure track)

Education: Bacharel em Direito, University of Cruz Alta, Brazil 1998; MURP Urban and Regional Planning, UCLA, 2005; M.A. Latin American Studies, UCLA, 2005; Ph.D. Anthropology, UCSD, 2013.

Academic Experience: Instructor, Ithaca College, 2012-2013; Assistant Professor, Urban and Regional Planning (tenure track), University of Michigan, 2013-present.

Overseas Experience: Brazil

Foreign Language Proficiency: Portuguese (5), Spanish (5)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: 5. Examples: Comparative Planning Law and Institutions; Environmental Planning; Global and Comparative Housing, Planning and Law; Participatory Planning and Community Development; Integrative Field Experience (Capstone Project)

Research and Training Specialization: Brazil and the outcomes of participatory city planning from the perspective of those living in squatter settlements and Afro-Brazilian territories

Number of Recent Publications: 4 co-authored journal articles. Selected Examples: “Self-Help or Public Housing? Lessons from Co-Managed Slum Upgrading via Participatory Budget.” *Habitat International* 55, 58-66, 2016; “Brazil: Twenty-First-Century Architectures of the Mega-Event,” co-authored with Mitch McEwen. *The Avery Review* 9, 1-12, 2015; “The Conflation of Participatory Budgeting and Public-Private Partnerships in Porto Alegre, Brazil: the Construction of a Working- Class Mall for Street Hawkers.” *Economic Anthropology* 2(1), 165-184, 2015; “Embodied Identity and Political Participation: Squatters’ Engagement in the Participatory Budget in Brazil.” *Ethos* 41(2), 199-222, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years:

Distinctions: Dow Sustainability Award PI – Faculty Advisor for Student Project, 2015-2016 | US\$37,500 Ford Motor Company Community Challenge (C3) Award PI – Faculty Advisor for Student Project, 2015-2016 | US\$25,000

PINTO, ROGERIO Associate Professor, School of Social Work (tenured)

Education: B.S., Universidade Federal de Minas Gerais, 1986; M.S.W., Yeshiva University, 1997; M.Phil., Columbia University, 2002; Ph.D., Columbia University, 2003

Academic Experience: Postdoctoral Fellow, Columbia University, 2003-2006; Assistant/Associate Professor, Columbia University, 2006-2015; Associate Professor, University of Michigan, 2015-present

Overseas Experience: Brazil

Foreign Language Proficiency: Portuguese (5), Spanish (5), French (3)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: 2. Examples: Social Justice Advocacy; Implementation Science

Research and Training Specialization: Implementation science, HIV prevention, oppressed groups, practitioners, international research

Number of Recent Publications: 2 co-authored journal articles. Selected Examples: “Delivery of community-based care through inter-professional teams in Brazil’s Unified Health System: Comparing perceptions across Community Health Agents, nurses and physicians,” co-authored with Rahman, R., Zanchetta, M and Wall, M. *Journal of Community Health*, 2017; “HIV Education and Welfare Services in Primary Care: An Empirical Model of Integration in Brazil’s Unified Health System,” co-authored with Rahman, R. and Wall, M. *International Journal of Environmental Research and Public Health*, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: 6

Distinctions: Graduate Student Faculty Mentoring Award, Columbia University, 2013; Deborah Padgett Early Career Achievement Award, Society for Social Work and Research, 2010; Outstanding Dissertation Award, Society for Social Work and Research, 2004

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

PIRES, ACRISIO Professor, Linguistics (tenured)

Education: B.A., University of Brasilia; M.A., University of Brasilia; Ph.D., University of Maryland, 2001

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2002-present

Overseas Experience: Brazil, Portugal

Foreign Language Proficiency: Portuguese (5), French (5), Italian (4), Spanish (4), German (2), Catalan (1), Galician (1)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: 4. Examples: Introduction to Syntax; Seminar: Syntax; Advanced Syntax; Aspects of Meaning

Research and Training Specialization: Comparative linguistics, syntax, language change, Romance linguistics (Portuguese, French and Spanish) and psycholinguistics: first and second language acquisition/learning

Number of Recent Publications: 1 single-authored monograph, 1 single-authored journal article, 2 co-authored journal articles. Selected Examples: *Syntax: A Comparative Approach*. Book under contract. Cambridge: Cambridge University Press, forthcoming; “(Hyper)-raising in Brazilian Portuguese and Spanish: Interaction between case and agreement,” co-authored with Will Nediger., 2015; “When the burden of age does not wait: Early and Late L2 acquisition of Differential Object Marking in Spanish,” co-authored with Pedro Guijarro-Fuentes, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 9

Distinctions: Visiting Professor Fellowship, University of the Balearic Islands, Spain, 2015; LSA Michigan Humanities Award, University of Michigan, 2013-2014; Associate Professor Support Fund Fellowship, University of Michigan, 2012-2014

RANA, GURPREET Global Health Coordinator, Taubman Health Sciences Library (non-tenure track)

Education: B.S., University of Western Ontario, 1997; M.L.I.S., University of Western Ontario, 1999

Academic Experience: Library Global Initiatives Coordinator, University of Michigan, 2009-2011; Global Health Coordinator, University of Michigan, 2011-present

Overseas Experience: Canada

Language Proficiency: Punjabi (5), Hindi (3), Urdu (3), French (2)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: None

Research and Training Specialization: Global health information resources and research, open access in health for developing countries

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: “Public Policies and Interventions for Diabetes in Latin America: a Scoping Review,” co-authored with Kaselitz E, Heisler M. *Current Diabetes Reports*, 2017; “Diabetes Prevention Interventions in Latin American Countries: a Scoping Review,” co-authored with Heisler M, Kaselitz E, Piette JD.. *Current Diabetes Reports*, 2016; “Creating a charter for collaboration for international university partnerships: the Elmina Declaration for Human Resources for Health,” co-authored with Anderson F, Donkor P, de Vries R, Appiah-Denkyira E, Dakpallah GF, Rominski S, Hassinger J, Lou A, Kwansah J, Moyer C, Lawson A, Ayettey S.. *Academic Medicine*, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: T. Hodges International Service Award, 2017; Estelle Brodman Award, Medical Library Association, 2013; Academic Medical Librarian of the Year, 2013; University Library Recognition Award, 2007

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

RAY, JANET Lecturer II, School of Social Work (non-tenure track)

Education: B.S., Western Michigan University, 1985; M.S.W., University of Michigan, 2003

Academic Experience: Lecturer, University of Michigan, 2008-present; Assistant Professor, Madonna University, 2013-2014

Overseas Experience: El Salvador, Haiti, Guatemala

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: None

Research and Training Specialization: International and interdisciplinary community development focusing on free, clean, and universal water access, conflict resolution and nonviolent peacemaking in Southwest Detroit, Palestine/Israel, and El Salvador

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Heart of Social Work Nominee, North American Network of Field Educators and Directors, 2015; Wayne County Commissioner Outstanding Citizenship award, 2000; Project Director of the Year, Communities in Schools, 1998

RHEINGANS, CARRIE Adjunct Lecturer, Social Work (non-tenure track)

Education: B.S., University of Michigan, 2005; M.P.H., University of Michigan, 2011; M.S.W., University of Michigan, 2011

Academic Experience: Project Manager, Center for Healthcare Research & Transformation

Overseas Experience: Peru

Foreign Language Proficiency: Spanish (2)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: 1. Example: Macro Practice Skills Laboratory

Research and Training Specialization: Reducing health inequities and improving access to coordinated, integrated care for low-income residents, HIV-related community health work in Peru

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Social Work Student of the Year, 2010

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

RIVERO, YEIDY Associate Professor, American Culture, Latina/o Studies, Screen Arts and Cultures (tenured)
Education: B.A., University of Puerto Rico, 1990; M.A., SUNY-Stony Brook, 1993; Ph.D., University of Texas, 2000

Academic Experience: Assistant Professor, University of the Incarnate World, 2000-2001; Assistant/Associate Professor, Indiana University, 2001-2009; Associate/Full Professor, University of Michigan, 2009-present

Overseas Experience: Spanish Caribbean and Latin America

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 3. Examples: Before “Betty” Was Ugly: Latin American and US-Spanish Language Television; “Television: Local and Global Perspectives;” “Blackness and Popular Culture: U.S. and Latin America;” “Race and Popular Cultures in Latin America

Research and Training Specialization: Television studies; race and media; global media; Latino/a, Spanish Caribbean, Latin American, and African Diaspora Studies

Number of Recent Publications: 1 single-authored monograph. Selected Examples: *Broadcasting Modernity: Cuban Commercial TV, 1950-1960*. Durham: Duke University Press, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Katherine Singer Kovacs Book Award, Society for Cinema and Media Studies, 2016; LSA Michigan Humanities Award, University of Michigan, 2011; Visiting Resident Scholar, University of Pennsylvania, 2009

ROBERTS, ELIZABETH Associate Professor, Anthropology (tenured)

Education: B.A., University of California-Berkeley, 1993; M.A., University of California-Berkeley, 1997; Ph.D., University of California-Berkeley, University of California-San Francisco, 2006

Academic Experience: Assistant/Associate Professor, University of Michigan, 2008-present

Overseas Experience: Ecuador

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 3. Examples: Mexican Exposures: Ethnographic Data Analysis Laboratory; Critical Theory in Medicine and Health; Theory and Practice in Medical Anthropology

Research and Training Specialization: Reproductive technology and ethics, Andes, medical anthropology, race, religion, bio-technology

Number of Recent Publications: 1 single-authored monograph, 3 single-authored journal articles, 1 co-authored journal articles. Selected Examples: “Gods, Germs and Petri Dishes: Towards a Non-Secular Medical Anthropology.” *Medical Anthropology* 35(3), 209-219, 2016; “Assisted Existence: An Ethnography of Being and Care.” *Journal of the Royal Anthropological Institute* 19, 562-580, 2013; *God’s Laboratory: Assisted Reproduction in the Andes*. University of California Press, 2012; “Scars of Nation: Surgical Penetration and the State in Ecuador.” *Journal of Latin American and Caribbean Anthropology* 17(2), 215-237, 2012; “Reproductive Governance in Latin America,” co-authored with Lynn Morgan. *Anthropology and Medicine* 19(2), 241-254, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: 2

Distinctions: RAISE Award, P.I. National Science Foundation, 2017-2021; M-Cubed Award for Innovative Interdisciplinary Research, University of Michigan, 2016-2017; Senior Researcher Award, National Science Foundation, 2014-2017

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ROBINSON, IAN Lecturer IV, Residential College, Sociology (non-tenure track)

Education: B.A., Queen's University, 1980; M.Phil., Oxford University, 1982; Ph.D., Yale University, 1990

Academic Experience: Assistant Professor, Reed College, 1995-1998; Lecturer III/IV, University of Michigan, 1998-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (3), French (3)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 2. Examples: Social Movements; Organizing People, Power, and Change

Research and Training Specialization: International and comparative political economy with focus on North America, Mexico

Number of Recent Publications: 1 single-authored book chapter. Selected Examples: "The Strength of Weak Commitments: Market Contexts and Ethical Consumption," in *Workers' Rights and Labor Compliance in Global Supply Chains*. Jennifer Bair, Marsha Dickson and Doug Miller (eds.). New York: Routledge, 140-163, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Vollum Junior Research Fellowship, Reed College, 1998; Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada, 1985-1989

SABAU, ANA Assistant Professor, Spanish (RLL) (tenure track)

Education: B.A., Universidad Iberoamericana, 2008; M.A., Princeton University, 2011; Ph.D., Princeton University, 2014

Academic Experience: Assistant Professor, University of California-Riverside, 2014-2015; Assistant Professor, University of Michigan, 2015-present

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (5), French (3), Yucatec Maya (2)

Pedagogy Training: Princeton University, 2009

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 5. Examples: Politics and the Collective; Feminism across Time in the Hispanic World; Modern Latin America: Civilization and Barbarism; Ruins: Culture, History and Archaeology in Latin America; Liminal Stages: Theater and Politics in Latin America

Research and Training Specialization: 19th century Latin America (primarily Mexico) including both written and visual culture

Number of Recent Publications: 1 edited volume, 1 single-authored journal article, 2 co-authored book chapters. Selected Examples: "Between Revolution and Democracy: José Aricó, Marxism, and Latin America." Colectivo Aricó (ed.). Leiden: Brill's Historical Materialism Book Series, 2016; "José Aricó como lector de Gramsci," co-authored with Gavin Arnall and Susana Draper. In *Gramsci en las orillas*. Buenos Aires: La Cebra, 2015; "El espectro de Trotsky: Política y escritura en Tres tristes tigres de Guillermo Cabrera Infante." *Revista Iberoamericana* 250, 109-123, 2015; "Ideas para el siglo XIX: Espiritismo." *Gaceta Frontal*, 2015; *Ensayando el ensayo: artilugios del género en la literatura mexicana contemporánea*. co-edited with Mayra Fortes. El Paso, Texas: Editorial Eón/El Colegio de Puebla, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 4

Distinctions: Charlotte Elizabeth Honorific Fellowship, Princeton University, 2013-2014

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

SAINT ARNAULT, DENISE Associate Professor, School of Nursing (tenured)

Education: B.S., Grand Valley State University, 1980; M.S., University of Michigan, 1989; Ph.D., Wayne State University, 1998

Academic Experience: Assistant/Associate Professor, Madonna University, 1990-1999; Assistant/Associate Professor, Michigan State University, 2000-2011; Associate Professor, University of Michigan, 2012-Present

Overseas Experience: Brazil, Japan, Korea, Ireland, Romania

Foreign Language Proficiency: Portuguese (2), Japanese (1)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: Mental Health and Psychiatric Nursing; Nursing Knowledge Development; Nursing Concepts & Theory Framework

Research and Training Specialization: Psychiatric and Mental Health nursing care, mood disorders, women's mental health. Gender, cultural and social influences on mental health, trauma recovery, and help seeking. Cultural Determinants of Help Seeking theory in research with women in the U.S., Ireland, Japan, Brazil, Italy and Portugal

Number of Recent Publications: 1 single-authored journal article, 4 co-authored journal articles. Selected Examples: "Defining and Theorizing About Culture: The Evolution of the Cultural Determinants of Help-Seeking, Revised." *Nursing Research* 67(2), 161-168, 2018; "The Role of Social Support for Patients with Mental Disorders in Primary Care in Brazil," co-authored with de Souza, J., Magalhães, R. C., Oliveira, J. L. D., Barbosa, S. P., Assad, F. B., ... and de Andrade, L. S. *Issues in Mental Health Nursing* 38(5), 425-434, 2017; "Understanding Trauma Normativeness, Normalization, and Help Seeking in Homeless Mothers," co-authored with Brush, B. L., Gultekin, L. E., Dowdell, E. B., and Satterfield, K. *Violence against Women*, 2017; "Factors Influencing on Mental Health Help-seeking Behavior Among Korean Women: A Path Analysis," co-authored with Gang, M., and Woo, S. *Archives of Psychiatric Nursing*, 2017; "Giving Children a Voice: Exploring Preschool-age Children's Beliefs about Eating," co-authored with Schultz, C. M., Marvicsin, D., Larson, J., Gelman, S., and Danford, C.. *Journal of Pediatric Health Care* 29(4), 317, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 3

Distinctions: Fulbright Global Scholar Award to Brazil and Romania, 2017-2018

SAMFORD, STEVEN Assistant Professor, Organizational Studies (tenure track)

Education: B.A., Reed College, 1997; M.A., University of New Mexico, 2006; Ph.D., University of New Mexico, 2012

Academic Experience: Postdoctoral Fellow, University of Notre Dame, 2012-2013; Visiting Assistant Professor, Scripps College, 2013-2014; Research Fellow, University of Toronto, 2014-2017; Assistant Professor, University of Michigan, 2017-present

Overseas Experience: Canada, Mexico, Ecuador, El Salvador

Foreign Language Proficiency: Spanish (4), Portuguese (2)

Instructional Content Area Expertise: 40%

Number of Area Studies Courses Taught: 1. Example: Organizations in the Developing World

Research and Training Specialization: Learning experiences; access to education; innovative teaching models

Number of Recent Publications: 2 single-authored journal articles. Selected Examples: "Research...Paper, Process, or Both? Building a new model to engage students as researchers." *Michigan Reading Journal* 49, 34-44, 2016; "Adolescents as readers of social studies: Examining the relationship between youth's everyday and social studies literacies and learning." *Berkeley Review of Education* 4, 35-68, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Excellence Grant for Foreign Scholars, Mexican Agency for International Cooperation and Development, 2015; Doctoral Dissertation Improvement Grant, National Science Foundation, 2010-2011; International Dissertation Research Fellowship, Social Science Research Council, 2010-2011; Fulbright-Garcia Robles Grant, Fulbright US Student Program, 2010-2011; Dissertation Fellowship, Mellon/American Council of Learned Societies, 2010

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

SANJINES, JAVIER Professor, Spanish (RLL) (tenured)

Education: B.A., Universidad de San Andres, 1971; M.A., Universite de Paris, 1974; L.L.D., Superior District Court of La Paz, 1979; Ph.D., University of Minnesota, 1988

Academic Experience: Assistant Professor, University of Maryland, 1988-1994; Professor, 1994-1997, Catholic University of Bolivia; Assistant/Associate/Full Professor, University of Michigan, 1997-present

Overseas Experience: Bolivia, Peru, Ecuador, Chile

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: Indigenous Societies in the Andes; Economy, Politics, and Ideology in Latin America; Banditry and the Construction of the Nation in Latin America; Reading the Trans-Atlantic: Mapping Spain and Latin America

Research and Training Specialization: Latin American Subaltern Studies / Postcolonial Studies, Bolivia, Andes

Number of Recent Publications: 1 single-authored monograph, 3 co-authored journal articles. Selected Examples: *Embers of the Past: Essays in Times of Decolonization*. Duke University Press, 2013; "De la nación mestiza a los recientes desplazamientos de la metáfora social." *T'inkazos: Revista boliviana de ciencias sociales* 31, 37-53, 2012; "Fluvial Metaphors and the Politics of Place in Bolivia." *Localities: Korean Studies Institute* 2, 201-233, 2012; "Más allá del Estado-nación: el ensayo como transgresión." *Alter/nativas: Journal of Latin American Cultural Studies of Ohio State University* 1, 1-19, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Rockefeller Postdoctoral Fellow, 1995

SARKAR, NORMA Clinical Instructor, School of Nursing (non-tenure track)

Education: B.S.N., University of Michigan, 1973; M.P.H., University of Michigan, 1977

Academic Experience: Lecturer II/Clinical Instructor, University of Michigan 2002-Present

Overseas Experience: Ecuador, Haiti, India, Ghana

Foreign Language Proficiency: Spanish (2)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Community care nursing, community health nursing in Haiti

Research and Training Specialization: Global health, community health

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Internationalizing the Curriculum Funding Grant: UM Center for Research, Learning, and Teaching, Fall, 2013, N456 Community Health Nursing (Clinical Experience in Quito, Ecuador) Funding Grant: UM Center for Global and Intercultural Study, Winter 2013

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

SATTERFIELD, TERESA Associate Professor, Spanish (RLL); Research Associate Professor, Center for Human Growth and Development (tenured)

Education: B.A., Iowa State University, 1985; B.A., Iowa State University, 1985; M.A., University of Illinois-Chicago, 1990; Ph.D., University of Iowa, 1995

Academic Experience: Assistant/Associate Professor, University of Michigan, 1997-present; Associate Research Professor, University of Michigan, 2011-present

Overseas Experience: Suriname, Colombia, Puerto Rico

Foreign Language Proficiency: Spanish (5), Portuguese (3), French (2), Italian (2)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: 5. Examples: Spanish in the US; Advanced Syntax; Mock Spanish; Afro-Hispanic Language; Bilingualism in the Spanish-Speaking World

Research and Training Specialization: Bilingualism, Computational Language Models, Spanish in the U.S. and Caribbean, Afro-Hispanic and Cultures

Number of Recent Publications: 1 single-authored journal article, 2 co-authored journal articles. Selected Examples: "Chimalpahin's Justice: Language contact, language choice, and linguistic innovation of Nahuatl in multilingual Colonial Mexico," co-authored with M. Vega. *Journal of Historical Sociolinguistics*, forthcoming; "The Effects of Spanish Heritage Language on English Literacy for Bilingual Children," co-authored with Kremin, L., Arredondo, M., and I. Kovelman. *International Journal of Bilingualism and Bilingual Education*, 1-15, 2016; "Impact of Heritage Language on Ethnic Identity and Literacy for Latino Children." *Journal of Cognition and Culture* 16(4), 245-266, 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: 7

Distinctions: None

SCOTT, JULIUS Lecturer IV, History, Afroamerican and African Studies (non-tenure track)

Education: Ph.D., Duke University, 1986

Academic Experience: Assistant Professor, New York University; Lecturer, University of Michigan

Overseas Experience: Haiti, Jamaica

Foreign Language Proficiency: Spanish (4), French (4)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: None

Research and Training Specialization: The Caribbean world in the seventeenth, eighteenth, and nineteenth centuries; slavery and emancipation; the Black Atlantic

Number of Recent Publications: 1 single-authored monograph. Selected Examples: *The Common Wind: Afro-American Organization in the Revolution Against Slavery*. Verso, 2018.

Number of Dissertations/Theses Supervised in the Past 5 Years: 1

Distinctions: Featured in PBS documentary "Africans in America"

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

SCOTT, REBECCA Professor, History, Law (tenured)

Education: A.B., Harvard University, 1971; M.Phil., London School of Economics, 1973; Ph.D., Princeton University, 1982

Academic Experience: Junior Fellow/Assistant Professor of History, Michigan Society of Fellows, University of Michigan, 1980-1983; Assistant/Associate/Full Professor, University of Michigan, 1984-present

Overseas Experience: Cuba, Senegal, Brazil

Foreign Language Proficiency: Spanish (5), French (5), Portuguese (4)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: 5. Examples: Latin America: The Colonial Period; Historiography of Latin America and the Caribbean: Atlantic Perspectives; Atlantic Histories: Africa and the Americas, 1450-1888, Boundaries of Citizenship; The Law in Slavery and Freedom

Research and Training Specialization: Slavery, emancipation and post-emancipation societies; Cuba: race, nationalism, and popular mobilization; Brazil: social relations in plantation society

Number of Recent Publications: 1 co-authored monograph, 2 co-authored journal articles. Selected Examples:

“How Does the Law put a Historical Analogy to Work?: Defining the Imposition of ‘A Condition Analogous to that of a Slave’ in Modern Brazil,” co-authored with Leonardo Augusto de Andrade Barbosa, Carlos Henrique Borlido Haddad. 2017; “Trabalho escravo : l’esclavage contemporain au Brésil,” (Slave Labor: Contemporary Slavery in Brazil), co-authored with Jean M. Hébrard. *Brésil* 11, 1-13, 2017; *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*, co-authored with Jean M. Hébrard. Cambridge, MA: Harvard University Press, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: 2

Distinctions: Charles Gibson Distinguished University Professor, Arthur F. Thurnau Professor

SPOONER, MATTHEW Assistant Professor, History (tenure track)

Education: B.A., Bowdoin College, 2005; Ph.D., Columbia University, 2015

Academic Experience: Assistant Professor, University of Michigan, 2016-present

Overseas Experience: Latin American and Caribbean

Foreign Language Proficiency: None

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 4. Examples: Slavery in the Atlantic World; War and Society; Race and Slavery in the United States; Doing History

Research and Training Specialization: Slavery, political economy, and the relationship between freedom and inequality in the Atlantic World through the late 19th century

Number of Recent Publications: 1 single-authored journal article. Selected Examples: “‘I Know This Scheme is from God:’ Toward a Reconsideration of the Origins of the American Colonization Society.” *Slavery and Abolition* 35(4), 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Visiting Fellowship Smithsonian Institute; Visiting Fellowship, Harvard University

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

STEIN, LOUISE Professor, Music (tenured)

Education: B.M., Oberlin College, 1975; M.A., University of Chicago, 1984; Ph.D., University of Chicago, 1987

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1987-present

Overseas Experience: Spain, Peru

Foreign Language Proficiency: Spanish (5), Italian (4), French (3), German (3), Latin (2), Portuguese (2), Dutch (2), Catalan (2)

Instructional Content Area Expertise: 50%

Number of Area Studies Courses Taught: 2. Examples: Topics in Baroque Music; Topics in the Early History of Opera

Research and Training Specialization: Spanish and colonial Latin American music of the late Renaissance and Baroque, theater music and opera

Number of Recent Publications: 2 single-authored book chapters. Selected Examples: "Para restaurar el nombre que han perdido estas Comedias," The Marquis del Carpio, Alessandro Scarlatti, and Opera Revision in Naples," in *Fiesta y ceremonia en la corte virreinal de Nápoles (siglos XVI y XVII)*. José-Luis Colomer, Giuseppe Galasso, and José Vicente Quirante (ed.). Madrid: Centro de Estudios Europa Hispánica, 415-446, 2013; "A Viceroy Behind the Scenes: Opera, Production, Politics, and Financing in 1680s Naples," in *Culture, State, and Colonies: Structures of Feeling in Seventeenth-Century Cultural Expression*. Susan McClary (ed.). Toronto: University of Toronto Press, 209-249, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 1

Distinctions: John H. D'Arms Award for Distinguished Graduate Mentoring in the Humanities, University of Michigan, 2013; Senior Fellowship, American Council of Learned Societies, 2012-2013; Senior Fellow, Michigan Society of Fellows, 2010-2014

STERN, ALEXANDRA Professor and Chair, American Culture; Professor, History, Women's Studies, Obstetrics and Gynecology, School of Medicine (tenured)

Education: B.A., San Francisco State University, 1990; M.A., University of California-San Diego, 1992; Ph.D., University of Chicago, 1999

Academic Experience: Assistant Professor, University of California-Santa Cruz, 2000-2002; Assistant/Associate/Full Professor, University of Michigan, 2002-present

Overseas Experience: Guatemala, Chile, Mexico, Brazil, and Argentina

Foreign Language Proficiency: Spanish (5), Portuguese (3), French (2)

Instructional Content Area Expertise: 30%

Number of Area Studies Courses Taught: 3. Examples: Health Biology and Society: What is Cancer?; Gender, Sexuality, and Health in America; Health in America: Patterns, Experiences, Inequalities

Research and Training Specialization: History of medicine, public health, and science in modern America and Latin America; genetics, genetic technologies, and bioethics

Number of Recent Publications: 1 single-authored journal article, 2 co-authored journal articles, 1 single-authored book chapter. Selected Examples: "Race, Discrimination, and Health: Multidisciplinary Perspectives on Brazil and the United States," co-authored with Chor, D. and Santos, R.V. *Cadernos da Saúde Pública*, forthcoming; "Shadows of Doubt: Paternity Testing, Science, and Legal Medicine in Brazil from Slavery to Today," co-authored with S. Caulfield. *Cadernos da Saúde Pública/Public Health Reports*, forthcoming; "Eugenics in Latin America." in *Oxford Research Encyclopedia of Latin American History*. William Beezley (ed.). New York: Oxford University Press, forthcoming; "Zika and Reproductive Justice." *Cadernos da Saúde Pública/Public Health Reports* 32(5), 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: 11

Distinctions: Annual Award Lectureship, Humanities in Medicine, Yale University School of Medicine, 2017; Visiting Fellow, Center for Genetics and Society, 2014; McGovern Award in Family, Health, and Human Values, University of Houston, 2012

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

STOCKDILL, DARIN Instructional and Program Design Coordinator, Center for Education, Design, Evaluation, and Research, School of Education (non-tenure track)

Education: B.A., University of Michigan, 1991; M.A., Eastern Michigan University, 2005; Ph.D., University of Michigan, 2011

Academic Experience: Content Area Literacy Consultant, Oakland County Schools, 2011-2015; Instructional and Program Design Coordinator, University of Michigan, 2015-present

Overseas Experience: Ukraine, Puerto Rico (U.S.), El Salvador

Foreign Language Proficiency: Spanish (4)

Instructional Content Area Expertise: 15%

Number of Area Studies Courses Taught: None

Research and Training Specialization: Learning experiences; access to education; innovative teaching models

Number of Recent Publications: 2 single-authored journal articles. Selected Examples: "Research...Paper, Process, or Both? Building a new model to engage students as researchers." *Michigan Reading Journal* 49, 34-44, 2016; "Adolescents as readers of social studies: Examining the relationship between youth's everyday and social studies literacies and learning." *Berkeley Review of Education* 4, 35-68, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Outstanding Graduate Student Instruction, 2010; Research Fellowship, National Academy of Education and Carnegie Foundation, 2009

STROBBE, STEPHEN, Clinical Associate Professor, Nursing and Psychiatry

Education: B.S.N., Eastern Michigan University, 1989; M.S., University of Michigan, 1998; Ph.D., University of Michigan, Ann Arbor, 2009

Academic Experience: Clinical Associate Professor, University of Michigan, 2013- Present

Overseas Experience: Visiting Professor, University of São Paulo, Ribeirão Preto, Brazil (2013)

Foreign Language Proficiency: Portuguese (2)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: 2. Examples: Psychiatric and Addictions Nursing; Leadership and Management

Research and Training Specialization: Addictions; Alcoholics Anonymous, prevention, treatment, and recovery from addictions; Screening, brief intervention, and referral to treatment (SBIRT); spirituality

Number of Recent Publications: 5 co-authored journal articles, 1 single-authored book chapter. Selected Examples: "Decreased drinking and Alcoholics Anonymous are associated with different dimensions of spirituality," co-authored with Krenztnan, A. R., Harris, J. I., Jester, J. M., and Robinson, E. A. R. *Psychology of Religion and Spirituality*, 9(Suppl. 1), S40-S48, 2017; "Identifying the structure and effect of drinking-related self-schemas," co-authored with Domenico, L. H., Stein, K. F., Giordani, Bruno, J., Hagerty, B. M., and Pressler, S. J. *Western Journal of Nursing Research*, 39(7), 942-981, 2017; "Joint position statement: Substance use among nurses and nursing students," co-authored with Crowley, M. *Journal of Emergency Nursing*, 43(3), 259-263, 2017.

"Substance use among nurses and nursing students: A joint position statement of the Emergency Nurses Association and the International Nurses Society on Addictions." *Journal of Addictions Nursing*, 24(2), 104-106, 2015;

"Opening minds, hearts, and lives." *Michigan Alumnus*, Fall, 44-45, 2015; "Theoretical perspectives," in *Core Curriculum of Addictions Nursing: Official Publication of the International Nurses Society on Addictions* (3rd edition). A. Rundio and W. Lorman (eds.). Philadelphia, PA: Wolters Kluwer Health, 53-76, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 6 (3 of these in Brazil)

Distinctions: Awarded a Flinn Foundation Grant (2018-2019) to integrate Adolescent SBIRT into clinical care on the child and adolescent inpatient mental health and wellness unit at the University of Michigan; Fulbright U.S. Scholar to Brazil, 2017-2018; Fellow of the American Academy of Nursing (FAAN), 2017; Fellow of the International Academy of Addictions Nursing (FIAAN), 2016; 25th Annual University of Michigan Golden Apple Teaching Award (the only student-nominated and student-selected teaching award at the University of Michigan) and Lecture, 2015

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

TAYLOR, DORCETA Professor, Environment and Sustainability (tenured)

Education: B.A., Northeastern Illinois University, 1983; M.F.S., Yale University, 1985; M.Phil., Yale University, 1988; M.A., Yale University, 1988; Ph.D., Yale University, 1991

Academic Experience: Postdoctoral Fellow, University of Michigan, 1992-1993; Assistant Professor, University of Michigan, 1993-1995; Assistant Professor, Washington State University, 1995-1998; Assistant/Associate/Full Professor, University of Michigan, 1998-present

Overseas Experience: Jamaica, U.S. Virgin Islands, British Virgin Islands, Brazil, Costa Rica, Mexico

Foreign Language Proficiency: Spanish (2), French (1)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 1. Example: Introduction to Environmental Justice

Research and Training Specialization: Social movements; environmental justice; leisure and natural resource use; poverty and urban issues; race, gender and ethnic relations; environmental history, environmental policy, tourism, sustainable development

Number of Recent Publications: 2 single-authored monographs, 2 single-authored journal articles. Selected Examples: *Power, Privilege, and Environmental Protection: Social Inequality and the Rise of the American Conservation Movement*. Durham: Duke University Press, forthcoming; *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York University Press, 2014; "Food Availability and the Food Desert Frame in Detroit: An Overview of the City's Food System." *Environmental Practice* 17(2), 102-133, 2015; "The Evolution of Environmental Justice Activism, Research, and Scholarship." *Environmental Practice* 13(4), 280-301, 2011.

Number of Dissertations/Theses Supervised in the Past 5 Years: 2

Distinctions: James E. Crowfoot Collegiate Professor of Environmental Justice, 2015-present; Outstanding Alumnus Award, Yale School of Forestry and Environmental Studies, 2015; Harold R. Johnson Diversity Service Award, University of Michigan, 2012

TAYLOR, ROBERT Professor, Social Work (tenured)

Education: B.A., Northwestern University, 1974; M.S.W., University of Michigan, 1976; M.A., University of Michigan, 1977; Ph.D., University of Michigan, 1983

Academic Experience: Postdoctoral Scholar, University of Michigan, 1983-1985; Assistant Professor, Boston College, 1985-1988; Assistant/Associate/Full Professor, University of Michigan, 1988-present

Overseas Experience: Argentina, South Korea

Foreign Language Proficiency: None

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught:

Research and Training Specialization: Informal support networks (i.e., family, friends, and church members) of adult and elderly Black Americans

Number of Recent Publications: 2 co-authored journal articles. Selected Examples: "Extended family support networks of Caribbean black adults in the United States," co-authored with Forsythe-Brown, I., Lincoln, K. D. and Chatters, L. M. *Journal of Family Issues*, 38(4), 522-546, 2017; "Family and friendship networks and obsessive-compulsive disorder among African Americans and Black Caribbeans," co-authored with Himle, J. A., Taylor, R. J., Nguyen, A. W., Williams, M. T., Lincoln, K. D., Taylor, H. O., and Chatters, L. M. *The Behavior Therapist*, 40(30), 99, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: 2

Distinctions: Harold R. Johnson Professor of Social Work, 2016-present; Edward R. Roybal Institute on Aging Permain prize, University of Southern California, 2014; Sheila Feld Collegiate Professor of Social Work, 2001-present

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

THOMPSON, FRANK Lecturer IV, Economics and Residential College (non-tenure track)
Education: B.A., University of Kansas, 1964; A.M., Harvard University, 1970; M.A., University of Michigan, 1990; Ph.D., Harvard University, 1973; Ph.D.
Academic Experience: Lecturer/Assistant Professor, Indiana University, 1971-1976; Lecturer, University of Michigan, 1990-present
Overseas Experience: Cuba
Foreign Language Proficiency: German (5)
Instructional Content Area Expertise: 20%
Number of Area Studies Courses Taught: 1. Example: Political Economy
Research and Training Specialization: Cuba, Latin America, developmental economics, political economy, Cuba 1990-present
Number of Recent Publications: 1 single-authored book chapter. Selected Examples: “Morally Arbitrary Economic Advantage,” in *Capitalism on Trial: Explorations in the Tradition of Thomas E. Weisskopf*, 2013.
Number of Dissertations/Theses Supervised in the Past 5 Years: 5
Distinctions: Orla B. Taylor Fellow, 1984-1985; Frank Knox Memorial Fellow (University of Oxford), 1970-1971; Harvard Arts and Sciences Fellow, 1966-1970; Woodrow Wilson Fellow, 1965-1966

TITIUNIK, ROCIO Associate Professor, Political Science; Research Associate Professor, Center for Political Studies (tenure track)
Education: B.A., Universidad de Buenos Aires, 2001; M.S., University of California-Berkeley, 2006; Ph.D., University of California-Berkeley, 2009
Academic Experience: Post-Doc, University of Michigan, 2009-2010; Assistant/Full Professor, University of Michigan, 2010-present
Overseas Experience: Mexico
Foreign Language Proficiency: Spanish (5)
Instructional Content Area Expertise: 30%
Number of Area Studies Courses Taught: None
Research and Training Specialization: Causal inference in the social sciences, political methodology, American politics, Latin American politics
Number of Recent Publications: 3 co-authored journal articles. Selected Examples: “Legislative Behavior Absent Reelection Incentives: Findings from a Natural Experiment in the Arkansas Senate,” co-authored with Andrew Feher. *Journal of the Royal Statistical Society: Series A*, forthcoming; “Differential Registration Bias in Voter File Data: A Sensitivity Analysis Approach,” co-authored with Brendan Nyhan and Christopher Skovron. *American Journal of Political Science*, 61(3), 744-760, 2017; “Comparing Inference Approaches for RD Designs: A Reexamination of the Effect of Head Start on Child Mortality,” co-authored with Matias Cattaneo and Gonzalo Vazquez-Bare. *Journal of Policy Analysis and Management* 36(3), 643-681, 2017.
Number of Dissertations/Theses Supervised in the Past 5 Years: 7
Distinctions: Statistical Software Award, Society for Political Methodology, 2017; James Orin Murfin chair professorship, University of Michigan, 2016-present; Emerging Scholar Award, Center for Political Methodology, 2016

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

TORIJANO DEYOUNG, SANDRA Associate Professor, Dance (tenured)
Education: B.F.A., Universidad Nacional de Costa Rica, 1987
Academic Experience: Assistant/Associate Professor, University of Michigan, 1992-present
Overseas Experience: Costa Rica, Mexico, Paraguay
Foreign Language Proficiency: Spanish (5)
Instructional Content Area Expertise: 50%
Number of Area Studies Courses Taught: 1. Example: Modern Dance with Latino Influences
Research and Training Specialization: Modern dance of Costa Rica
Number of Recent Publications: None.
Number of Dissertations/Theses Supervised in the Past 5 Years: None
Distinctions: Costa Rican National Prize in Choreography, 1996

TREMEL, KATE Lecturer II, Art and Design (non-tenure track)
Education: B.A., Middlebury College, 1990; M.F.A., Cranbrook Academy of Art, 1995
Academic Experience: Lecturer, Eastern Michigan University, 2005; Instructor, Washtenaw Community College, 2008; Lecturer, Washtenaw Community College, 2010-2011; Lecturer I/II, University of Michigan 2010-present
Overseas Experience: France, Japan, Peru, Mexico, Colombia
Foreign Language Proficiency: Spanish (4), French (3), Japanese (1)
Instructional Content Area Expertise: 100%
Number of Area Studies Courses Taught: 3. Examples: Continuing Ceramics; Beginning Ceramics; Introduction to Ceramics
Research and Training Specialization: Peruvian pottery; ceramics instruction
Number of Recent Publications: N/A
Number of Dissertations/Theses Supervised in the Past 5 Years: N/A
Distinctions: Lecturer Development Grant, Stamps School of Art and Design, University of Michigan, 2018, 2017; Grassroots Advisory Council, Georgia Council for the Arts, 2000-2002; Study Abroad Scholarship, English Speaking union, 1983-1984

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

TRUMPEY, JOSEPH Associate Professor, Art and Design and Environment and Sustainability (tenured)
Education: A.B., Wabash College, 1988; M.F.A. University of Michigan, 1992
Academic Experience: Chief medical illustrator/Director of graphic arts, College of Veterinary Medicine at North Carolina State University; University of Michigan, 1994-Present
Overseas Experience: Peru, Costa Rica
Foreign Language Proficiency: Spanish (2), French (2)
Instructional Content Area Expertise: 10-20%
Number of Area Studies Courses Taught: Scientific Illustration course in Costa Rica
Research and Training Specialization: Experiential observation, drawing connections with the natural world. The cornerstone of his work as an educator is an annual field-sketching course in which students meet during winter term and then conduct two to four weeks of fieldwork at locations such as Organ Pipe Cactus National Monument, Cultural site in New Mexico, Everglades National Park, the Four Corners region, Yellowstone National Park, Costa Rica, and southern Africa.
Number of Recent Publications: None
Number of Dissertations/Theses Supervised in the Past 5 Years: 0
Distinctions: Served as Director of International Engagement for Art and Design for six years and successfully implemented the University's first International Experience Requirement for all Art and Design students. Traveled to Cajamarca, Peru with LACS Staff in 2018 to create linkages with University of Cajamarca's School of Engineering.

TSAI, HOWARD Lecturer I, Center for Latin American and Caribbean Studies (non-tenure track)
Education: B.A., University of California, Los Angeles, 2000; M.A., University of Michigan, 2003; Ph.D., University of Michigan, 2012
Academic Experience: Lecturer, University of Michigan, 2012-present
Overseas Experience: Taiwan, Belize, Peru
Foreign Language Proficiency: Spanish (5), Mandarin (5), Quechua (3)
Instructional Content Area Expertise: 100%
Number of Area Studies Courses Taught: 3. Examples: Indigenous communities vs. Globalization in South America; Cusco Global Course Connection; The Archaeology of Mexico and Peru: Inca, Aztec, and the Spanish Conquest
Research and Training Specialization: Archaeology and prehistory of Andean South America, ethnicity, labor organization, ritual
Number of Recent Publications: 1 single-authored monograph, 1 single-authored journal article, 2 single-authored book chapters. Selected Examples: *Las Varas: Ethnic Groups and Boundaries in the Andean Chaupiyunga*. University of Alabama Press, forthcoming; "Where Credit's Due: Making Marks and Counting Labor in the Andes," in *Semasiography and Hidden Writing*. Stephen Houston and John Bodel (ed.), forthcoming; "The "Coastal Cajamarca" Style Did Not Come from the Coast," in *Archaeology of the Cajamarca Region*. Jason Toohey and Patricia Chirinos (ed.), forthcoming; Adobe Bricks and Labor Organization on the North Coast of Peru. *Andean Past* 10, 133-169, 2012.
Number of Dissertations/Theses Supervised in the Past 5 Years: 1
Distinctions: Social Science Research Council International Dissertation Field Research, 2006; Fulbright-Hays Doctoral Dissertation Research Abroad Program, 2006; American Philosophical Society Lewis and Clark Fund for Exploration and Field Research; National Science Foundation Graduate Fellowship, 2002-2005

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

TSEBELIS, GEORGE Professor, Political Science (tenured)

Education: B.S., National Technical University of Athens, 1975; B.A.; Institut d'Etudes Politiques de Paris, 1979; Ph.D.; Pierre et Marie Curie University, 1979; Ph.D., Washington University, 1985

Academic Experience: Washington University, 1984-1985; Stanford University, 1985-1986; Duke University, 1986-1987; University of California, Los Angeles, 1987-2007; University of Michigan, 2007-Present

Overseas Experience: Chile, Mexico

Foreign Language Proficiency: Greek (5), French (5), Spanish (3)

Instructional Content Area Expertise: 10%

Number of Area Studies Courses Taught: 2. Examples: Comparative politics; game theory

Research and Training Specialization: Political institutions, game-theoretic models to analyze the effects of institutions in Western European and Latin American countries.

Number of Recent Publications: 1 co-edited volume, 1 single-authored journal article, 1 co-authored journal article, 1 single-authored book chapter. Selected Examples: "Back to the Pinochet Constitution," in *Politica Y Gobierno*. G. Tsebelis (ed.), 2018; "The time inconsistency of long constitutions: Evidence from the world." *European Journal of Political Research*, 56(4), 820-845, 2017; *Legislative Institutions and Lawmaking in Latin America*, co-edited with E. Alemán. Oxford: Oxford University Press, 2017; "A long constitution is a (positively) bad constitution: evidence from OECD countries," co-authored with D. J. Nardi. *British Journal of Political Science*, 46(2), 457-478, 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: 12

Distinctions: Anatol Rapoport Collegiate Professor of Political Science, University of Michigan, Present; Fellow of American Academy of Arts and Sciences, 2016-Present; Honorary Ph.D. University of Crete, 2014.

TUCKER, RICHARD Adjunct Professor, Environment and Sustainability (non-tenure track)

Education: B.A., Oberlin College, 1960; Ph.D., Harvard University, 1966

Academic Experience: Assistant/Associate/Full Professor, Oakland University, 1966-2001; Adjunct Professor, University of Michigan, 1988-present

Overseas Experience: Central America, Argentina

Foreign Language Proficiency: Spanish (2), French (4), German (2)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: N/A

Research and Training Specialization: Environmental history, tropical agro-ecology

Number of Recent Publications: 1 co-edited volume. Selected Examples: *Environmental History of Modern Migrations*, co-edited with Marco Armiero. Taylor and Francis, 2017.

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: None

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

VANDERMEER, JOHN Professor, Ecology and Evolutionary Biology, Environment and Sustainability, Program in the Environment (tenured)

Education: B.A., University of Illinois, 1961; M.A., University of Kansas, 1966; Ph.D., University of Michigan, 1968

Academic Experience: Assistant Professor, SUNY-Stonybrook, 1969-1970; Assistant/Associate/Full Professor, University of Michigan, 1970-present

Overseas Experience: Costa Rica, Nicaragua, Brazil, Mexico, Puerto Rico

Foreign Language Proficiency: Spanish (5), Portuguese (1)

Instructional Content Area Expertise: 5%

Number of Area Studies Courses Taught: 4. Examples: New World Agriculture; Food, Energy, and Environmental Justice; Field Ecology; The Ecology of Agrosystems

Research and Training Specialization: Ecology of multidimensional agroecological systems, intercropping systems and agroforestry systems in Tropical America

Number of Recent Publications: 2 co-authored monographs, 3 co-authored journal articles. Selected Examples: "Anolis lizards as biocontrol agents in mainland and island agroecosystems," co-authored with I. V. Monagan, J. R. Morris, A. R. Rabosky, and I. Perfecto. *Ecology and Evolution*, 7(7), 2193-2203, 2017; *Ecological Complexity for Agroecology*, co-authored with I. Perfecto. London: Routledge, 2017; *Coffee Agroecology*, co-authored with I. Perfecto. London: Routledge, 2015; "Parasitoid wasps benefit from shade tree structure and landscape complexity in Mexican coffee agroecosystems," co-authored with D. Pak, A. Iverson, K. Ennis, and D. Gonthier. *Agriculture, Ecosystems and Environment* 206, 21-32, 2015; "Food sovereignty: an alternative paradigm for poverty reduction and biodiversity conservation in Latin America," co-authored with M. J., H. Wittman, C. Bacon, B. G. Ferguson, L. Garcia Barrios, R. Garcia Barrios, D. Jaffee, J. Lima, V. E. Mendez, H. Morales, L. Soto-Pinto, and I. Perfecto. *Food Research* 2, 235, 2013

Number of Dissertations/Theses Supervised in the Past 5 Years: 15

Distinctions: Harold R. Johnson Diversity Service Award, 2013; Asa Gray Distinguished University Professor, 2009-present; Imes and Moore Faculty Award, 2009; Sarah Goodard Power Award, 2008; Margaret Davis Collegiate Professor, 2002-2009; Semper Verdens award, 1997; Fulbright Senior Fellowship, 1996-1997; Arthur F. Thurnau Professor, 1994-present

VERDESIO, GUSTAVO Associate Professor, Spanish (RLL), American Culture (tenured)

Education: B.A., Universidad de la República (Uruguay), 1984; M.A., Northwestern University, 1988; Ph.D., Northwestern University, 1992

Academic Experience: Assistant Professor, University of Wisconsin-Parkside, 1993-1995; Assistant Professor, Louisiana State University, 1995-1999; Associate Professor, University of Michigan, 1999-present

Overseas Experience: Uruguay, Peru, Chile

Foreign Language Proficiency: Spanish (5), Italian (3), French (2), Latin (2)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 3. Examples: Colonial Latin America: First Images of the Americas; Empire and Independence in the Americas; Indigenous Peoples of the Americas

Research and Training Specialization: Colonial discourses, Indigenous cultures from the Americas, Pre-columbian archaeology, Cultural studies, Theory, Uruguay

Number of Recent Publications: 3 single-authored book chapters. Selected Examples: "La arqueología y la explotación de la riqueza de la tierra en Uruguay en el marco del desarrollismo y la globalización neoliberal," in *Arqueología y neoliberalismo*. Pablo Aparicio Resco (ed.). Madrid: JAS Arqueología, 2017; "Renovación de un despojo fundacional: la compleja relación entre la arqueología de contrato, la acumulación primitiva y los indígenas," in *Arqueología de Mercado en América Latina*. J. Roberto Pellini (ed.). Madrid: JAS Arqueología, 2017; "Ethnic Reemergence in Uruguay: The Return of the Charrua in the Light of Settler Colonialism Studies," in *Decolonial Approaches to Latin American Literatures and Cultures*. Tara Daly and Juan G. Ramos (eds.). New York: Palgrave, 163-179, 2016.

Number of Dissertations/Theses Supervised in the Past 5 Years: 5

Distinctions: None

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

VILLALOBOS RUMINOTT, SERGIO Professor, Spanish (RLL) (tenured)

Education: B.A., Universidad A.R.C.I.S., 1998; M.A., University of Pittsburgh, 2000; Ph.D., University of Pittsburgh, 2003

Academic Experience: Assistant/Associate Professor, University of Arkansas, 2005-2015; Associate Professor, University of Michigan

Overseas Experience: Chile

Foreign Language Proficiency: Spanish (5), Portuguese (2), Italian (2)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 6. Examples: Modern and Contemporary Latin American Novel; Case Studies in Peninsular Spanish and Latin American Literature: The Literature of Destruction; Literary and Artistic Movements in Latin America/Spain; The Representation of Poverty in Modern and Contemporary Latin America; History and Historiography in Latin America/Spain: Historical Fictions; Latin American Revolutions

Research and Training Specialization: Literary, visual and cultural forms and practices of imagination in Latin American modern and contemporary history

Number of Recent Publications: 2 single-authored monographs, 1 co-edited volume, 2 single-authored journal articles. Selected Examples: *Heterografías de la violencia. Historia Nihilismo Destrucción*. Buenos Aires: La Cebra, 2016; *Narrativas en vilo*, co-edited with Clemencia Ardila and Luis Fernando Restrepo. University of Arkansas-Universidad Eafit: Medellín, 2016; "The Chilean Case and the Latin American Pink Tide. Between Democracy and Developmentalism." *Alternautas/Journal of the University of Westminster* 3, 2016; "El poema de la Universidad: nihilismo e infrapolítica." *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World* 5(1), 2015; *Soberanías en suspenso. Imaginación y violencia en América Latina*. Buenos Aires: La Cebra, 2013.

Number of Dissertations/Theses Supervised in the Past 5 Years: 10

Distinctions: Fulbright Master Research Award, University of Arkansas, 2015; Robert C. and Sandra Connor Endowed Faculty Fellowship, University of Arkansas, 2006

WESTLAKE, E.J. Professor, Theatre and Drama, English Language and Literature (tenured)

Education: B.I.S., University of Minnesota, 1985; M.A., Portland State University, 1990; Ph.D., University of Wisconsin, 1997

Academic Experience: Lecturer, University of Wisconsin-Madison, 1998-1999; Visiting Assistant Professor, Bowling Green State University, 2000-2001; Adjunct Assistant/Assistant/Associate/Full Professor, University of Michigan, 2001-present

Overseas Experience: Nicaragua, Guatemala

Foreign Language Proficiency: Spanish (3), French (1)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 3. Examples: Introduction to Global Theatre and Ethnic Studies; American Theatre and Drama; Theatre History and Theory

Research and Training Specialization: Performance in the Americas, nationalist drama, public art, community-based theatre, pedagogy, public identity, political discourse, performance narrative

Number of Recent Publications: 1 single-authored monograph, 2 single-authored book chapters. Selected Examples: *World Theatre: The Basics*. London: Routledge/Taylor and Francis, 2017; "Appropriating the Past: The Polyvalent Sign of El Güegüence," in *Theatre and Dictatorship in the Luso-Hispanic World*. Diego Santos Sánchez (ed.). London: Routledge, 2017; "El Güegüence, post-Sandinista Nicaragua, and the Resistant Politics of Dancing," in *The Oxford Handbook of Dance and Theater*. Nadine George-Graves (ed.). Oxford/New York: Oxford University Press, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 3

Distinctions: ASTR Research Fellowship, 2015; Fulbright Scholarship, 2011-2012; Nominee, National Endowment for the Humanities Summer Stipend, 2009; Frederick March Scholarship, University of Wisconsin, 1993; Oregon Book Award, Oregon Institute of Literary Arts, 1992; Ohio Governor's Citizenship Award, 1982

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

WILLIAMS, GARETH Professor, Spanish (RLL) (tenured)

Education: Ph.D., University of California-Davis, 1992

Academic Experience: North Carolina State University; University of Michigan

Overseas Experience: Mexico, Southern Cone

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 100%

Number of Area Studies Courses Taught: 4. Examples: Counter-Insurgency War and Narco-Accumulation in Central America and Mexico; The Mexican Revolution as Cultural Phenomenon; On Decontainment; Survey of 19-20th Century Latin American Literature; 1968 and the Revolution of Everyday Life

Research and Training Specialization: Modern and Contemporary Latin American literature and film, articulation of political philosophy to culture

Number of Recent Publications: 2 journal articles: The Subalternist Turn in Latin American Potcolonial Studies, or, Thinking in the Wake of What Went Down Yesterday, *Política Común* 10: 2017; Social Disjointedness and State-Form in Álvaro García Linera, *Culture, Theory and Critique* 56:3, 2015.

Number of Dissertations/Theses Supervised in the Past 5 Years: 16

Distinctions: Senior Fellow, Michigan Society of Fellows, 2016

WILSON, ROBIN Associate Professor, Dance (tenured)

Education: B.A., Washington University; M.F.A., Temple University

Academic Experience: Artist-in-Residence, Kentucky Governor's School for the Arts; Assistant/Associate Professor, University of Michigan, 2002-present

Overseas Experience: Cuba, Suriname, Haiti

Foreign Language Proficiency: Spanish (1)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: 1. Example: Africanist Dance Traditions: From Minstrelsy to Hip Hop

Research and Training Specialization: African diasporic dance forms in the Americas

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: 1

Distinctions: Shirley Verrett Award, 2012-2013; Maggie Allessee Award for Choreography, 1999; Marcus Artist, Washington University, 1997

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

YANG, DEAN Professor, Economics, Public Policy (tenured)

Education: B.A., Harvard University, 1995; Ph.D., Harvard University, 2003

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2003-present

Overseas Experience: El Salvador, Guatemala

Foreign Language Proficiency: Filipino (5)

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: 1. Example: Economic Development of Underdeveloped Countries

Research and Training Specialization: Microfinance, international migration

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: “Savings in transnational households: a field experiment among migrants from El Salvador,” co-authored with N. Ashraf, D. Aycinena, and C. Martínez. *Review of Economics and Statistics* 97(2), 332-351, 2015; “Channeling remittances to education: a field experiment among migrants from El Salvador,” co-authored with K. Ambler, and D. Aycinena. *American Economic Journal: Applied Economics* 7(2), 207-232, 2015; “Motivating migrants: A field experiment on financial decision-making in transnational households,” co-authored with G. Seshan. *Journal of Development Economics* 108, 119-127, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 16

Distinctions: Excellence in Refereeing Award, American Economic Review, 2012-2013; Award for Excellence in Science and Engineering, Philippine Development Foundation USA, 2010; Excellence Award in Global Economic Affairs, Kiel Institute for the World Economy, 2007

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LANGUAGE LECTURERS: Portuguese

FEDRIGO, NIEDJA Lecturer II, Portuguese (RLL) (non-tenure track)

Education: M.A., Eastern Michigan University, 1992

Academic Experience: Lecturer, University of Michigan, 2002-present

Overseas Experience: Brazil

Foreign Language Proficiency: Portuguese (5), Spanish (5)

Language Pedagogy Training: ACTFL Portuguese Workshop, 1999; grant exploring use of videoconferencing for foreign language instruction, 1998

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 6. Examples: Elementary/Second Year Portuguese, Advanced Portuguese Conversation and Composition, Portuguese for Speakers of Romance Languages

Research and Training Specialization: Brazilian culture, language and literature

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: None

LANGUAGE LECTURERS: Quechua

CARLOS RIOS, ADELA Lecturer II, Latin American and Caribbean Studies (non-tenure track)

Education: M.A., Paris-Sorbonne University, 2013

Academic Experience: Lecturer I/II, University of Michigan, 2014-Present

Overseas Experience: Peru, France

Foreign Language Proficiency: Quechua (5), Spanish (5)

Language Pedagogy Training: Indigenous Language and Cultures of Latin America Symposium in Ohio State University, 2016; Stanford Indigenous Languages of Latin America Workshop, 2018

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 6. Examples: Elementary Quechua I & II; Intermediate Quechua I & II; Advanced Quechua I & II

Research and Training Specialization: Quechua language and pedagogy

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions:

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LANGUAGE LECTURERS: Nahuatl

DE LA CRUZ, EDUARDO Instructor, Zacatecas Institute for Teaching and Research in Ethnology

Education: M.A., Autonomous University of Zacatecas, 2015

Academic Experience: Visiting Instructor, Autonomous University of Zacatecas, 2014; Instructor, Zacatecas Institute for Teaching and Research in Ethnology, 2014-2017; Instructor, Yale University, 2013-2017

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (5), Nahuatl (5)

Language Pedagogy Training: Indigenous Languages of Latin America workshop, 2018; Indigenous Languages and Cultures conference, 2016

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 6. Examples: Elementary Nahuatl I & II; Intermediate Nahuatl I & II; Advanced Nahuatl I & II

Research and Training Specialization: Nahuatl language; Nahuatl catechism

Number of Recent Publications: 1 co-edited volume, 1 single-authored book chapter. Examples *In Citlalmachiyotl. The Star Sign: A Colonial Nahua Drama of the Three Kings*. Co-edited with Louise M. Burkhart and John Sullivan. Warsaw: University of Warsaw 2017; "The Value of *El Costumbre* and Christianity in the Discourse of Nahua Catechists from the Huasteca Region in Veracruz, Mexico, 1970s-2010s." In *Words and Worlds Turned Around: Indigenous Christianities in Colonial Latin America*. David Tavárez (ed.). 267-288, Boulder: University Press of Colorado.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Zacatecas Institute for Teaching and Research in Ethnology Scholarship, 2007-2012; Mexican National Council of Science and Technology Scholarship, 2013-2015

LANGUAGE LECTURERS: Spanish

ANGULO BLANCO, MARIA ESTHER Lecturer II, Spanish (RLL) (non-tenure track)

Education: B.A., Universidad de Sevilla, 2003; M.A., Michigan State University, 2012

Academic Experience: Lecturer, University of Michigan, 2012-present; Adjunct Faculty, Macomb Community College, 2013; Teaching Assistant, Michigan State University, 2010-2012

Overseas Experience: Spain, Mexico

Foreign Language Proficiency: Spanish (5), French (2)

Language Pedagogy Training: Carolina Conference on Romance Literatures, 2012;

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 4. Examples: Elementary Spanish; Second year Spanish; Introduction to Spanish Literature; Reading, Grammar, and Composition

Research and Training Specialization: Spanish language, Spain

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years:

Distinctions: CCRL Graduate Student Travel Fund Award, 2012

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

BEIZA-LATORRE, MARLENE, Lecturer I, Spanish (RLL) (non-tenure track)

Education: M.A., University of Arkansas, 2007

Academic Experience: Instructor, Northwest Arkansas Community College, 2007-2008; Senior Spanish Teacher and Coordinator, University of Arkansas, 2008-2015; Lecturer, University of Michigan, 2015-present

Overseas Experience: Chile

Foreign Language Proficiency: Spanish (5), French (3), Italian (2)

Language Pedagogy Training: “Myspanishlab” workshop, 2017; LGBTQA Inclusiveness in the Language Classroom workshop, 2016; Inclusive Learning Environment workshop, 2016; “*Teaching Spanish to Heritage Speakers*” workshop, 2014; Online Course Development orientation, 2014

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 5. Examples: Review of Elementary Spanish; Second-year Spanish (& Continued); Reading, Grammar, and Composition, Introduction to Latin American Literature

Research and Training Specialization: Spanish language, Latin American literature

Number of Recent Publications: None.

Number of dissertations/theses supervised with in the past 5 years: N/A

Distinctions: Nomination to “The 2008 Outstanding Teachers of the Year”. Ninth Faculty Appreciation day. University of Arkansas, Fayetteville, 2008.

CALIXTO, TATIANA Lecturer II, Spanish (RLL) (non-tenure track)

Education: B.A., Universidad Nacional de Colombia, 1992

Academic Experience: Lecturer, University of Michigan, 2000-present

Overseas Experience: Peru, Argentina, Costa Rica, Guatemala, Bolivia, Columbia

Foreign Language Proficiency: Spanish (5), Italian (3), Quechua (1)

Language Pedagogy Training: Various workshops since 1986

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 2. Examples: Cultural Heritage and Artifacts; Second Year Spanish

Research and Training Specialization: Spanish Language acquisition; language pedagogy

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: None

Distinctions: Gilbert Whitaker Fund for the Improvement of Teaching, University of Michigan Center for Research on Learning and Teaching, 2017; Lecturer Professional Development Funds, University of Michigan Center for Research on Learning and Teaching, 2015, 2011, 2008; Faculty Presenter on Cultural Competency at annual The Quito Project Pre-Departure orientation for students teaching English in Latin America.

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

CARRUTHERS, ANDREA STIASNY Lecturer II, Spanish (RLL) (non-tenure track)

Education: B.A., University of Zagreb, 1994; M.A., University of Michigan, 2001; Ph.D., University of Michigan, 2006

Academic Experience: Lecturer I/II, University of Michigan, 2007-present

Overseas Experience: Spain, Croatia

Foreign Language Proficiency: Spanish (5), Croatian (5), Russian (5), Czech (3), Slovene (3), French (2), Italian (2)

Language Pedagogy Training: Conference on the Acquisition of Spanish and Portuguese as First and Second Language, 2005

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 5. Examples: Review of Elementary Spanish; Second-Year Spanish; Reading, Grammar, and Composition; Written Expression; Introduction to Hispanic Linguistics

Research and Training Specialization: Linguistics; Spanish and Croatian syntax

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Rackham Graduate School Dissertation Fellowship, 2005; Center for Russian and Eastern European Studies Research, Internship, and Fellowship Award, 2004

COLL-RAMIREZ, SUSANNA, Lecturer III, Spanish (non-tenure track), Assistant Director Elementary Spanish Language Program

Education: B.A., Universitat de Girona, 1997; M.E.L.T (Master in Education and Learning Technologies), Universitat Oberta de Catalunya, 2010

Academic Experience: Lecturer I/II/III, University of Michigan, 2001-Present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5), Catalan (5)

Language Pedagogy Training: Certificate of Pedagogical Aptitude, 1997; various conferences and workshops at UM and outside.

Instructional Content Area Expertise: 50%

Number of Language Courses Taught: 6. Examples: Spanish ELP program; Catalan courses; Spanish bridge course (Spanish 277); Advance writing and composition in Spanish; Conversation in Spanish through Latin American Films; Spanish literature at the 300 level

Research and Training Specialization: Latin American film, culture, Catalan and Spanish language and literature

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Assistant Director to the Elementary Language Program

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

DORANTES, MARIA Lecturer IV, Spanish (RLL) (non-tenure track)

Education: I.M.B.A., Baldwin-Wallace College

Academic Experience: Associate Director of Admission, Baldwin-Wallace College, 1984-1989; Instructor/Lecturer I/II/III/IV, University of Michigan, 1993-present

Overseas Experience: Mexico, Peru, Spain

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: Bridging the Gap (Medical Interpreting); MiTiN (Michigan Translators/Interpreters Network); CRLT Workshops (technology, teaching, software, and other topics); Enriching Scholarship (Canvas, improving instruction, poster fairs, etc.); Intercultural Competence in Intermediate Spanish Classes using Case Studies presented at Northwestern University

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 9. Examples: Granada Study Abroad; Spanish for the Professions: Business; Spanish for the Professions: Medical; Costa Rica Study Abroad; Introduction to Translation, Intensive Second-Year Spanish, Second Year Spanish (& Continued), Internship in Spanish

Research and Training Specialization: Alternative health and healing practices, diabetes prevention in Mexico, Latin America

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Recipient of LACS funds to create video resources for Spanish for the Professions courses in Mexico, 2017; Recipient of a U-M Council on Global Engagement Award; Intercultural competence grant to implement case study instruction in Intermediate Spanish to engage students and assess cultural competence, UM LSA, 2009-2011.; LEO Professional Development Grant to attend medical interpretation training Bridging the Gap; Whittaker Grant: Placing Modern Language Aptitude Test online for students seeking language substitution

DOWD, SHANNON, Postdoctoral Lecturer, Spanish (RLL) (non-tenure track)

Education: B.A., University of Michigan, 2010; M.A., University of Nottingham, 2011; Ph.D., University of Michigan, 2017

Academic Experience: Postdoctoral Lecturer, University of Michigan, 2017-present

Overseas Experience: Peru, Bolivia, Argentina, United Kingdom

Foreign Language Proficiency: Spanish (5), Portuguese (3)

Language Pedagogy Training: Introduction to Teaching Methodology, University of Michigan, 2012; Graduate teach Certificate, Rackham Graduate School and Center for Research on Learning and Teaching, 2016

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 6. Examples: Spanish Poetry Workshop; History and Historiography: Borders in Latin American Literature and Film; Radiographies of Crisis in Latin American and U.S. Latina/o Literature and Cinema

Research and Training Specialization: Film; comparative literature; spanish language pedagogy

Number of Recent Publications: 2 single-authored journal articles, 2 single-authored book chapters. Selected Examples: “*Los pichiciegos* on Sovereignty, Decolonization, and Democracy in the Falklands/Malvinas.” *Revista de Estudios Hispánicos*, (in progress); “Moth-eaten Maps, Empty Wells and the Anxiety of Enclosure during the Chaco War.” *Journal of Latin American Cultural Studies* (in progress); “Stasis: border Wars in 20th and 21st Century Latin American Literature and Film” (in progress); “The Language of Food.” *Beyond Borders*, 2012

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Rackham One-Term Dissertation Fellowship, University of Michigan, 2017; Rackham Graduate Student Research Grant, University of Michigan, 2016; John D’Arms Spring/Summer Fellow, University of Michigan, 2016; Rackham Summer Award, University of Michigan, 2015; Rackham Humanities Research Fellowship, University of Michigan, 2015; Rackham graduate Student Research Grant, 2012

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ENTRAMBASAGUAS MONSELL, JAVIER Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., Universidad Autónoma de Madrid, 1997; Ph.D., University of Michigan, 2011

Academic Experience: Visiting Assistant Professor, UMBC, 2012-2014; Lecturer, University of Michigan, 2015-2018

Overseas Experience: Spain, Portugal

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: Conference Stony Brook State University of New York, 2006; Conference The University of Texas at Austin, 2007; Conference Washington University in St. Louis, 2007; Conference University of Lisbon, 2011; Conference University of Michigan, 2012; Conference University UMBC, 2012; Conference University of Kentucky, 2013; Conference of California, Berkeley, 2014; Conference ACLA, Brown University, 2015

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 8. Examples: Latin American & Latino/a Film Studies: Gender, Race, and State Violence in Contemporary Latin American Cultural Production; Reading Grammar, and Composition; Literary and Artistic Movements in Latin America/Spain; Second Year Spanish (& Continued); Survey of Spanish Literature; Cinema from Spain; Race and Ethnicity in the Spanish World

Research and Training Specialization: Social movements in contemporary Spanish culture, Latin American and Spanish film

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

ESPINOZA-PINO, CRISTHIAN Lecturer IV, Spanish (RC) (non-tenure track)

Education: M.A.; M.A.E

Academic Experience: Lecturer I/II/III/IV, University of Michigan, 2002-present

Overseas Experience: Latin America

Foreign Language Proficiency: Spanish (5), Russian (4)

Language Pedagogy Training: N/A

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 5. Examples: Readings in Spanish: Media, Terrorists and Freedom Fighters; Readings in Spanish: Indigenous Activism in the Age of Globalization; Community Service and Language, Education, and Culture: Migrant Worker Outreach; Accelerated Review Spanish; Readings in Spanish: Politics and Resistance in Latin American Film

Research and Training Specialization: Language acquisition and bilingualism; economic and social issues: globalization, terrorism, migration; political economy in Latin America; human rights, income inequality, and discrimination within Latin America and the United States.

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Founder and faculty advisor to PALMA (Proyecto Avance: Latino Mentoring Association), Ann Arbor District Library Board of Directors Resolution honored Christian and PALMA's 15th anniversary at their May 21, 2018 meeting

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

FERNÁNDEZ-GARCIA, JOSÉ LUIS Lecturer II, Spanish (RLL)

Education: B.A., University of Malaga, 1994; Certificado de Aptitud Pedagógica, University of Malaga, 1994

Academic Experience: Instructor, Hispanica International School (Spain), 1996-1998; Lecturer, University of Michigan, 1999-present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: Mentor for Spanish Lecturers program

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 5. Examples: Rhythms of Spanish Music and Culture; Topic Course on Federico Garcia Lorca; Intensive first and second semester Spanish; Reading, Grammar, and Composition

Research and Training Specialization: Spanish language, Hispanic music and theater

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

FORRESTER, KATHLEEN Lecturer II, Spanish (RLL) (non-tenure track)

Education: B.A., Oakland University, 1991; M.S. Georgetown University, 1993

Academic Experience: Instructor, Defense Language Institute, 1995-1999; Lecturer I/II, University of Michigan, 1999-Present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: Methodology Course, Georgetown University, 1992

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 6. Examples: Intermediate Spanish

Research and Training Specialization: Spanish Language Acquisition

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Fellow, Georgetown University, 1991-1993; Teacher of the Year, Defense Language Institute, 1995

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

FREIRE HERMINDA, MAR, Lecturer III, Spanish (RLL) (non-tenure track)

Education: B.A., Universidad de Santiago de Compostela, 1996; M.A., University of Kansas, 1998; Ph.D., University of Kansas, 2002

Academic Experience: Teaching Assistant, University of Kansas, 1996-2002; Adjunct Assistant Professor, The University of Kansas in Santiago de Compostela (Spain), 2002-2010; Associate Lecturer, The Open University (UK), 2003-2010; Lecturer III, The University of Michigan, 2010-Present

Overseas Experience: Spain, United Kingdom

Foreign Language Proficiency: Spanish (5), Galician (5), Portuguese (2), Italian (1)

Language Pedagogy Training: 2-3 workshops attended or led per year.

Instructional Content Area Expertise: 30%

Number of Language Courses Taught: 6. Examples: Spanish Conversation through Film; Advanced Composition and Style; Introduction to Hispanic Literatures; Contemporary Spanish Culture; Survey of Spanish Literature II; The Politics of Culture in Contemporary Spain: Gender, Writing and Culture; Modern Spanish Theatre/ Performance; Santiago de Compostela (400 level literature): Past and Present of National Identity in Galicia.

Research and Training Specialization: Spanish (Peninsular) literature and culture as well as introductory courses to the study of literature and visual arts in the Hispanic world.

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Recognized for positive impact on CGIS Santiago de Compostela program by the Provost's Office and the Council on Global Engagement of the University of Michigan. October 2015.

GALLEGO, OLGA Collegiate Lecturer of Spanish (RLL) (non-tenure track)

Education: B.A., Universidad Complutense de Madrid, 1983; M.A., Pennsylvania State University, 1988; Ph.D., Pennsylvania State University, 1993

Academic Experience: III/IV, University of Michigan, 2003-present

Overseas Experience: Spain, Venezuela

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: N/A

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 6. Examples: Problems in Language Translation; Techniques of Pronunciation and Oral Expression; Written Expression: Achieving Competence

Research and Training Specialization: Advanced Spanish syntax, Spanish phonetics, advanced composition and style, foreign language teaching and learning, second language acquisition, teaching materials development

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: LSA Excellence in Teaching Award, University of Michigan, 1997

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

GARRE LEÓN, VICTORIANO Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., Universidad de Murcia, 2013; M.A., West Virginia University, 2015

Academic Experience: Graduate Teaching Assistant, West Virginia University, 2013-2015; Lecturer, University of Michigan, 2015-present

Overseas Experience: Spanish, United Kingdom

Foreign Language Proficiency: Spanish (5), French (3)

Language Pedagogy Training: Spanish Teaching Internship, Instituto Cervantes, 2016

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 3. Elementary Spanish; Second-Year Spanish; Spanish Culture through Media

Research and Training Specialization: Cinema; structuralism

Number of Recent Publications:

Number of Dissertations/Theses Supervised in the Past 5 Years:

Distinctions: Eberly College of Arts and Sciences Graduate Travel Grant, 2014; Fundación “Tatiana Pérez de Guzmán el Bueno” Grant, 2016

GOETZ, STEPHANIE Lecturer IV, Spanish (RLL) (non-tenure track)

Education: B.A., Ohio University, 2004; M.A., Indiana University, 2006

Academic Experience: Lecturer, Indiana University, 2006-2008; Director of Indiana University Honors Program in Foreign Languages, Indiana University 2008-2014; Lecturer IV, Director of Elementary Language Programs in RLL, University of Michigan, 2014-present

Overseas Experience: Spain, Ecuador

Foreign Language Proficiency: Spanish (5), French (3), German (2)

Language Pedagogy Training: Annual CIC conference for language directors and participation in ACTFL

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 3. Examples: Techniques of Pronunciation and Oral Expression; Elementary Spanish; Second-Year Spanish

Research and Training Specialization: Spanish linguistics, pragmatics, phonetics.

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

GONZALEZ, RAQUEL, Lecturer IV, Spanish (RLL) (non-tenure track)
Education: B.A., University of Buenos Aires, 1977; M.A., Eastern Michigan University, 1998
Academic Experience: Lecturer, University of Michigan, 1988-present
Overseas Experience: Spain, Costa Rica, Argentina
Foreign Language Proficiency: Spanish (5), Italian (3), Portuguese (2)
Language Pedagogy Training: CANVAS Workshops, 2015-2018; ACTFL Two-Day OPI Assessment Workshop, 2013 “Teaching in the Cloud: Using Google Apps and other Online Collaboration Tools for Student Engagement,” 2012; “Best Practices in Language Instruction,” University of Chicago, 2010; “Linguistic Research on Second Language Learning/Acquisition: Implications for the Teaching of Spanish and Portuguese,” University of Michigan, 2010
Instructional Content Area Expertise: 100%
Number of Language Courses Taught: 3. Examples: Memoria histórica: Maestras y maestros de la Segunda República; ¡Conozcamos Argentina! Imaginary Trip through Literature; Internship Course
Research and Training Specialization: Global experience as knowledge; Spanish language pedagogy and acquisition
Number of Recent Publications: N/A
Number of Dissertations/Theses Supervised in the Past 5 Years: N/A
Distinctions: Teaching Fellow, Global Intercultural Experience for Undergraduates, University of Michigan, 2013, 2007; Nominee, Writing Seminar at Gayle Morris Sweetland Center for Writing, 2004
 Lecturer IV, Spanish (non-tenure track)

GRAF, CARINA Lecturer II, Spanish, (RLL) (non-tenure track)
Education: B.S., National Technological University, 1983
Academic Experience: Lecturer, University of Michigan, 1990-present
Overseas Experience: Argentina
Foreign Language Proficiency: Spanish (5)
Language Pedagogy Training: Multiple Romance Languages & Literatures pedagogy workshops
Instructional Content Area Expertise: 0%
Number of Language Courses Taught: 2. Examples: Second-Year Spanish; Reading, Grammar, and Composition
Research and Teaching: Spanish Language Acquisition
Number of Recent Publications: N/A
Number of Dissertations/Theses Supervised in the Past 5 Years: N/A
Distinctions: N/A

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

HARRELL, JULIE Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., Purdue University, 1999; M.A., Purdue University, 2002

Academic Experience: Adjunct Faculty, Ivy Tech State College, 2003-2007; Spanish Coordinator, Purdue University, 2004-2007; Continuing Lecturer, Purdue University, 2004-2014; Lecturer, University of Michigan, 2015-present

Overseas Experience: Spain, Mexico, Portugal, France, Ireland, Italy, Cyprus, Singapore, Malaysia

Foreign Language Proficiency: Spanish (5), French (1), Portuguese (2), Italian (2), Greek (1)

Language Pedagogy Training: Various workshops and trainings on a monthly basis, 2015-present; Indiana State Teaching License, 2010; Spanish Linguistics MA degree

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 2. Example: Intermediate Spanish

Research and Training Specialization: Spanish language acquisition; teaching Spanish in K-12

Number of Recent Publications: 1 single-authored journal article, 1 magazine article. Selected Examples: "Purdue students offer health fare to Spanish Speakers." *Journal and Courier*, 2013; "Speaking Spanish for Life," *THiNK Magazine*, 2013

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: Excellence in Teaching, Purdue University, 2003

HESSENTHALER, TONY Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., Utah State University; M.A., University of Illinois at Urbana-Champaign, 2008

Academic Experience: Teaching Assistant, University of Illinois at Urbana-Champaign, 2006-2008; Instructor, Indiana University, 2008-2015; Lecturer, University of Michigan, 2015-present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5), Portuguese (4)

Language Pedagogy Training: Foreign/Second Language Share Fair, 2014; Indiana University Associate Instructor Workshop on Classroom Environment, 2014

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 3. Examples: Elementary Spanish; Second-Year Spanish; Reading, Grammar, and Composition

Research and Training Specialization: Spanish Empire, Philippines

Number of Recent Publications: 1-single authored book chapter. Examples: "The Tlaxcalans: Pleading for What Was Promised." In *Constructing the Medieval and Early Modern across Disciplines*. Karen Christianson (ed.). 2011.

Number of Dissertations/Theses Supervised in the Past 5 Years:

Distinctions: Newberry Library Consortium Travel Grant, 2011; Indiana University Merle E. Simmons Travel Fellowship, 2014

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

HILBERRY, ANN Lecturer IV, Spanish (RLL) (non-tenure track); Coordinator for Spanish 231
Education: B.A., Kalamazoo College, 1984; M.A., University of Wisconsin, 1987
Academic Experience: Instructor, Universidad de Salamanca, 1994-1995; Visiting Assistant Professor, Colorado College, 2002; Lecturer, University of Michigan, 1990-present
Overseas Experience: Mexico, Colombia, Portugal, Spain
Foreign Language Proficiency: Spanish (5)
Language Pedagogy Training: Certificate in Teaching English to Speakers of Other Languages, International House Teacher Training Institute, 1988
Instructional Content Area Expertise: 100%
Number of Language Courses Taught: 6. Examples: Second-Year Spanish (& Continued); Spanish for Medical Personnel; Business Spanish; Teaching Spanish; Introduction to the Hispanic World
Research and Training Specialization: Contemporary Latin American literature
Number of Recent Publications: 1 co-authored book. Examples: *Más allá de las palabras*, co-authored with Olga Gallego and Concepción Godev. Hoboken: Wiley, 2013.
Number of Dissertations/Theses Supervised in the Past 5 Years:
Distinctions:

IGLESIAS-GARRIDO, CARLA Lecturer II, Spanish (RLL) (non-tenure track)
Education: B.A., University of Deusto; M.A., Indiana University
Academic Experience: Lecturer I/II, University of Michigan, 2005-Present
Foreign Language Proficiency: Spanish (5), French (2)
Language Pedagogy Training: CRLT Instructional Development Fund recipient as well as LEO's Professional Development Grant recipient to attend course "The Classroom as a Learning Space: Tools for an Educational Transformation in the Spanish as a Second Language Class (2018); Pedagogy seminar at Indiana University
Instructional Content Area Expertise: 100%
Number of Language Courses Taught: 4. Examples: Spanish language and culture; Spanish grammar
Research and Training Specialization: Language and culture, first and second year.
Number of Recent Publications: N/A
Number of Dissertations/Theses Supervised in the Past 5 Years: N/A
Distinctions: Golden Apple Award Nominee (2014)

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LARROTIZ, ISABEL Lecturer II, Spanish (RLL) (non-tenure track)

Education: B.B.A., University of Zaragoza, 1991

Academic Experience: Head teacher, GLTW Montessori School, 1996-2004; Lecturer, University of Michigan, 2006-present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: Foreign Language Teaching - Theory and Application

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 5. Examples: Second-Year Spanish (& Continued); Reading, Grammar, and Composition; Written Expression; Hispanic Women that Made History

Research and Training Specialization: Spanish language

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: N/A

LAVIN, ERIN Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.Mus., Vanderbilt University, 2004; M.A., Indiana University, 2007; Ph.D., Indiana University, 2015

Academic Experience: Associate Instructor, Indiana University, 2005-2015; Lecturer, University of Michigan, 2015-present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5), Arabic (2), Latin (2), French (1)

Language Pedagogy Training: 7 professional conference presentations in last 5 years. Examples: Lavin, E. (November, 2017). Community & Spanish in Southwest Detroit. ACTFL, Nashville, TN.; Lavin, E. (November, 2016). English only in U.S. Courtrooms? Judges and Defendants as Second Language Speakers. 3rd International Conference of the American Pragmatics Association, Bloomington, IN.; Lavin, E. (July, 2015). Face and facework in non-trial hearings. International Pragmatics Conference, Antwerp, Belgium.; Lavin, E. (November, 2014). Do judges in U.S. courtrooms interact differently with Spanish-speaking defendants? Hispanic Linguistics Symposium, West Lafayette, IN.

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 5. Examples: Introduction to Hispanic Linguistics; Reading Grammar, and Composition; Second Year Spanish (& Continued); Elementary Spanish I & II

Research and Training Specialization: Discourse Analysis Bilingualism & Language Contact Discourse Pragmatics, Language and the Law Critical Discourse Analysis Institutional Talk, Linguistic Anthropology, Interactional Sociolinguistics, Phonology

Number of Recent Publications: 3. Lavin, E. (in preparation). Limited Foreign Language Proficiency in U.S. courts: Bilingual and bidirectional pragmatic strategies.; Lavin, E. (in preparation). Two-faced judges: (C)overt claims to quality and identity face in monolingual and bilingual courtrooms. *Journal of Politeness Research.*; Félix-Brasdefer, J. C. & Lavin, E. (2009). Grammar and turn expansion in second language conversations. In J. Collentine, M. García, B. Lafford, & F. Marcos Marín (Eds.), *Selected Proceedings of the 11th Hispanic Linguistics Symposium* (pp. 53-67). Somerville, MA: Cascadilla Proceedings Project.

Number of Dissertations/Theses Supervised in the Past 5 Years: 1

Distinctions: LEO Professional Development Funds, University of Michigan, 2017

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

MCALISTER, BILL Lecturer II, Spanish (RLL) (non-tenure track)
Education: B.A., University of Michigan, 1994; M.A., University of Michigan, 1997
Academic Experience: Lecturer, University of Michigan, 2008-present
Overseas Experience: Spain
Foreign Language Proficiency: Spanish (5), French (2)
Language Pedagogy Training: N/A
Instructional Content Area Expertise: 100%
Number of Language Courses Taught: 5. Intensive Elementary Spanish; Second Year Spanish (& Continued); Spanish and the Hispanic World Through Food; Conversation Through Spanish and Latin American Film
Research and Training Specialization: Second language acquisition, global politics, sustainability, food systems
Number of Recent Publications: N/A
Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

NOVERR, ANDREW Lecturer IV, Spanish (RLL) (non-tenure track); Coordinator for Spanish 232
Education: B.A., South Dakota State University; M.A., University of Kansas
Academic Experience: Lecturer I/II/III/IV, University of Michigan, 1999-present
Overseas Experience: Spain, Ecuador
Foreign Language Proficiency: Spanish (4)
Language Pedagogy Training: Various workshops, 1999-present
Instructional Content Area Expertise: 100%
Number of Language Courses Taught: 1. Example: Intermediate Spanish
Research and Training Specialization: Spanish language acquisition
Number of Recent Publications: N/A
Number of Dissertations/Theses Supervised in the Past 5 Years: 0
Distinctions: LEO Professional Development Grant, University of Michigan, 2017; Instructional Development Grant, Center for Research on Learning and Teaching, 2016; Lecturer;s Professional Development Grant, Center for Research on Learning and Teaching, 2014

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

O’CONNOR, NINA Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., University of Michigan, 1988; M.A. TESOL, Eastern Michigan University **Academic**

Experience: Instructor, English Language Institute, 2012-2017; Instructor/Lecturer I, Instructor, Wayne State University, 2014; University of Michigan, 2013-Present

Overseas Experience: France, Costa Rica, Argentina, Spain, Slovenia, Mexico

Foreign Language Proficiency: Spanish (5), French (5), Russian (3), Indonesian (2)

Language Pedagogy Training: Intensive Spanish Language study: Nicoya, Costa Rica, 2015-2018; Intensive Spanish Language study: International House, Buenos Aires, Argentina, 2014; Professional Teacher Certification, Eastern Michigan University, 2010; Secondary Teacher Certification, Eastern Michigan University, 1992

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 1. Example: Second-Year Spanish

Research and Training Specialization: Literature and culture of Spanish-speaking people

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Hosts and manages website with French and Spanish language resources

ORECCHIO, MICHELLE, Lecturer IV, Spanish (RLL) (non-tenure track); Coordinator for Spanish 101 and 102

Education: B.A., West Virginia University, 1994; M.A., West Virginia University, 1997

Academic Experience: Lecturer I/II/III/IV, University of Michigan, 1997-present (course coordinator, Span 102, 2004-present)

Overseas Experience: Costa Rica, Argentina, Spain

Foreign Language Proficiency: Spanish (5), Italian (3)

Language Pedagogy Training: RLL Connect Workshop Assessment in Writing: the use and misuse of technology, presenter, 2017; ACTFL Annual Convention & World Languages Expo, attendee, 2016; “Revel” Platform Focus Group, participant, 2016.

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 9. Examples: All first and second year Spanish language classes (100-270).

Research and Training Specialization: Mexican and Cuban Revolutions, the military dictatorships of the Southern Cone countries in the 70s and 80s, ecotourism in Costa Rica, effects of globalization in the Andean region

Number of Recent Publications: 3. Orecchio, Michelle R. “Mosaicos Platinum User Experience Study,” 5th e. Liskin-Gasparro, Judith, Elizabeth Guzmán, Paloma Lapuerta, Carmen García Authors. Evaluated chapter design, sequencing of activities, vocabulary load, explanation of grammar structures, and cultural integration. Offered feedback for changes to next edition (2012) for Pearson Prentice Hall.; Orecchio, Michelle R. (2009) Self-Test Questions to Accompany Más allá de las palabras, 2nd e. Gallego, Olga, Concepción B. Godev, Mary Jane Kelley, Rosalba Esparragoza Scott Authors. John Wiley and Sons, Inc.; Orecchio, Michelle R. (2008) Video Activities to Accompany Dicho y hecho, 8th e. Dawson, Laila M., Kim Potowski, Silvia Sobral Authors. John Wiley and Sons, Inc.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Recognized during International Education Week 2013 by the Council on Global Engagement (student nomination), Lecturer for CGIS programs in Costa Rica, Argentina, Spain; RLL Spanish Curriculum Committee (2010-2013, 2017-present).

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

PIPER, TERESA Lecturer II, Spanish (RLL) (non-tenure track)

Education: A.A., Cottey College, 1989; B.A., Truman State University, 1991; M.A., Eastern Michigan University, 2002

Academic Experience: Lecturer, Truman State University, 2000-2001; Instructor/Coordinator, The University of South Dakota, 2002-2012; Lecturer, University of Michigan, 2012-present

Overseas Experience: N/A

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: N/A

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 2. Elementary and Intermediate Spanish

Research and Training Specialization: Spanish language

Number of Recent Publications: N/A

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: South Dakota World Languages Association Teacher of the Year, 2011

POLLARD, DENNIS, Lecturer IV, Spanish (RLL) (non-tenure track); Coordinator for Spanish 277

Education: B.A., Albion College, 1971; Ph.D., University of Michigan, 1986

Academic Experience: Visiting Assistant Professor, Albion College, 1987-1988; Lecturer, University of Michigan, 1993-present

Overseas Experience: Spain, Chile

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: CRLT Teaching Fair, 2002-2003; Teaching & Technology Collaborative, 1998

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 10. Examples: First-Year Spanish (& Continued); Second-Year Spanish (& Continued); Intermediate Spanish Grammar and Composition; Intermediate Spanish Reading and Composition; The Theme of Honor in Spanish Theater; Introduction to the Study of Literature; Latin American Exploration and Discovery; Survey of Latin American Literature, 16th-18th Centuries

Research and Training Specialization: Spanish language; technology in pedagogy;

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: None

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

PRIMORAC, KRISTINA, Lecturer IV, Spanish (RLL) (non-tenure track); Coordinator for Spanish 103
Education: B.A., University of Western Ontario, 1990; M.A. Middlebury College, 1992
Academic Experience: Lecturer I/II/III/IV, University of Michigan, 1995-present, (course coordinator, Span 103, 2004-present)
Overseas Experience: Spain, Dominican Republic, Mexico, Peru, Chile
Foreign Language Proficiency: Spanish (5), Croatian (2), Italian (2), French (1)
Language Pedagogy Training: Annual CRLT and ACTFL workshops
Instructional Content Area Expertise: 100%
Number of Language Courses Taught: 3. Intensive Elementary and Intensive Second-Year Spanish, Review of Elementary Spanish
Research and Training Specialization: Spanish language and English Foreign Language Proficiency
Number of Recent Publications: None
Number of Dissertations/Theses Supervised in the Past 5 Years: N/A
Distinctions: None

RAMA, RASHMI, Lecturer II, Spanish (RLL) (non-tenure track)
Education: M.A., Western Michigan University, 1999; University of California-Berkeley, 2002-2005
Academic Experience: Instructor, University of California-Berkeley, 2003-2004;
Overseas Experience: Mexico, Spain
Foreign Language Proficiency: Spanish (5)
Language Pedagogy Training: 5th Annual International Conference of Hispanic Linguistics, 2010; Workshop on Second Language Learning; 2010
Instructional Content Area Expertise: 100%
Number of Language Courses Taught: 3. Elementary and Second-Year Spanish; Spanish Topic Course “Art and Photograph”
Research and Training Specialization: Spanish language
Number of Recent Publications: None
Number of Dissertations/Theses Supervised in the Past 5 Years: N/A
Distinctions: LEO Professional Development Award, 2010

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

RAMOS SILGADO, YERAY Lecturer I, Spanish (RLL) (non-tenure track)

Education: M.A., Ohio University, 2016; M.A., University of Seville, 2012; B.A., University of Seville, 2010

Academic Experience: Instructor, Ohio University, 2013-2014; Lecturer, University of Michigan, 2015-present

Overseas Experience: Spain, England

Foreign Language Proficiency: Spanish (5), French (3), Italian (3), Mandarin (2)

Language Pedagogy Training: Collaborative Institutional Training Initiative, 2014; Training Course for Trainers and Examiners of DELE A1 & A2, 2012; Training Course for Spanish Teachers as a Second Language, 2011

Instructional Content Area Expertise: Spanish language

Number of Language Courses Taught: 2. Elementary and Second-Year Spanish

Research and Training Specialization: Spanish language

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years:

Distinctions: Faculty Communities for Inclusive Teaching Award, 2016

REDD, KRISTEN Lecturer I, Spanish (RLL) (non-tenure track)

Education: M.A., Western Michigan University, 2008; B.A., Western Michigan University, 2006

Academic Experience: Lecturer, University of Michigan, 2013-present

Overseas Experience: Spain, Mexico

Foreign Language Proficiency: Spanish (5), Catalan (3)

Language Pedagogy Training: TEFL Teaching Certificate, 2008

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 2. Examples: Elementary Spanish; Second-Year Spanish

Research and Training Specialization: Spanish language

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: None

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

RICCARDI SANTORO, ALLISON Lecturer II, Spanish (RLL) (non-tenure track)

Education: B.A., University of Michigan, 2007; M.A., University of Michigan, 2009

Academic Experience: Lecturer, Michigan State University, 2011; Lecturer, University of Michigan, 2013-present

Overseas Experience: Spain, Italy, China

Foreign Language Proficiency: Spanish (5), Italian (5), Mandarin (5)

Language Pedagogy Training: Master of Arts in Education with Teaching Certification (MAC), University of Michigan, 2009; Member, American Council on the Teaching of Foreign Languages

Instructional Content Area Expertise: 80%

Number of Language Courses Taught: 2. Examples: Elementary Spanish; A Linguistic and Cultural Voyage through the Hispanic World

Research and Training Specialization: Spanish language

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: None

RIVAS-MURILLO, JENNIFER, Lecturer II, Spanish (RLL) (non-tenure track)

Education: B.A., Eastern Michigan University, 2006; M.A., Eastern Michigan University, 2008

Academic Experience: Lecturer, University of Michigan, 2009-present

Overseas Experience: Mexico, Colombia

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: N/A

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 4. Examples: Intensive Elementary Spanish; Review of Elementary Spanish; Second Year Spanish; Intensive Second Year Spanish

Research and Training Specialization: Spanish language

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: None

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

RODRIGUEZ, MABEL, Lecturer IV, Spanish (RC) (non-tenure track), Coordinator, Intermediate Spanish program

Education: B.A., University of Salamanca, 1988; M.A., University of Rochester, 1992; Ph.D., University of California-Davis, 1995

Academic Experience: Lecturer, University of Michigan, 1995-present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5), French (3)

Language Pedagogy Training: N/A

Instructional Content Area Expertise: 90%

Number of Language Courses Taught: 4. Intensive Spanish II, Readings in Spanish; Principles and Practices of Teaching ESL in Migrant Communities; Directed Peer Tutoring

Research and Training Specialization: Spanish language

Number of Recent Publications: “Transformative Education: The Migrant Outreach Course.” RC Newsletter, 2016; “Pièce de Résistance.” RC Newsletter, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: LS&A Excellence in Education Award, University of Michigan, 2008; Michigan Campus Compact (MCC) Faculty Award for Service Learning, 2007; The Republic Faculty Excellence Award, 2003; LS&A Excellence in Education Award, University of Michigan, 2003; Latino Task Force Faculty Recognition Award, University of Michigan, 2002; LS&A Excellence in Education Award, University of Michigan, 1999

RODRIGUEZ-PEREIRA, VÍCTOR, Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., University of Puerto Rico; M.A., University of Notre Dame; Ph.D., Indiana University

Academic Experience: Teaching Assistant/Instructor, University of Notre Dame, 2005-2008; Teaching Assistant, Indiana University, 2009-2013; Lecturer, University of Michigan, 2014-present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: Two courses of Language Pedagogy at Notre Dame and Indiana University

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 3. Second Year Spanish (& Continued); Reading, Grammar, and Composition

Research and Training Specialization: Spanish language

Number of Recent Publications: 1. “Sabrosa olor: The Olfactory Sense, Sin, and Grace in Berceo’s Milagros de Nuestra Señora.” Beyond Sight: Smell, Taste, Touch, and Hearing in Iberian Literatures and Culture. Eds. Ryan Giles and Steven Wagschal. Toronto: University of Toronto Press, 2018.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Distinctions: Indiana University Graduate Student Fellowship, 2008-2010

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ROOSEVELT, RON Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., Indiana University, 2006; M.A., Indiana University, 2011

Academic Experience: Associate Instructor, Indiana University, 2009-2013; Lecturer, Universidad de Sevilla (Spain), 2012-2013; Lecturer, University of Michigan, 2015-present

Overseas Experience: Germany, Italy, Spain, Portugal, Argentina, Uruguay, Brazil, Peru, Mexico, Costa Rica, Dominican Republic

Foreign Language Competence: Spanish (5), German (2), Portuguese (1)

Language Pedagogy Training: RLL Workshops

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 4. Examples: Elementary Spanish, Second Year Spanish (& Continued), Intensive Second Year Spanish, Introduction to Spanish Linguistics

Research and Training Specialization: Elementary Language Program, Hispanic Linguistics

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

SANCHEZ-SNELL, TERESA Lecturer II, Spanish (RC) (non-tenure track)

Education: Lecturer, University of Michigan, 2003-present

Academic Experience: B.A., Eastern Michigan University, 1995

Overseas Experience: Mexico

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: CRLT Workshops

Instructional Content Area Expertise: 33%

Number of Language/Area Courses Taught: 2. Examples: Spanish Language Internship Program I & II

Research and Training Specialization: Experiential learning related to community service work with the Latino community, Latino immigrants and their experiences past and present, culture, life, and social conscience

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: None

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

TELLERIA SUINAGA, MARIA ARRATE Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., University of the Basque Country, 1990; M.A., University of the Basque Country, 1995

Academic Experience: Teacher, Huron High School, 2012-2015; Lecturer, University of Michigan, 2013-present

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5), Basque (4), French (3)

Language Pedagogy Training: CRLT Workshops

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 2. Examples: Second-Year Spanish; Reading, Grammar, and Composition

Research and Training Specialization: Spanish language

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: None

TITTLE, DOLLY Lecturer I, Spanish (RLL) (non-tenure track)

Education: B.A., Universidad de Puerto Rico, 1992; M.A., Eastern Michigan University, 1999; Ph.D., Wayne State University, 2016

Academic Experience: Instructor, Wayne State University, 2004-2017; Lecturer, University of Michigan, 2017

Overseas Experience: Spain

Foreign Language Proficiency: Spanish (5)

Language Pedagogy Training: Kern Innovative Teaching Program, Lawrence Technical University, 2013; Curso de formación para profesores ELE-Español como Lengua Extranjera, Universidad de Salamanca, 2017

Instructional Content Area Expertise: 100%

Number of Language Courses Taught: 1. Example: Intermediate Spanish

Research and Training Specialization: Spanish language acquisition

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: King Chavez Parks Future Faculty Fellowship, 2012-2014; Thomas C. Rumble University Graduate Fellowship, 2012-2013; Humanities Center Travel Award, 2009-2010

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ACTIVE LACS EMERITI FACULTY

ALLAN, DAVID Professor Emeritus, Environment and Sustainability (tenured)

Education: B.S., University of British Columbia, 1966; Ph.D., University of Michigan, 1971

Academic Experience: Postdoctoral Fellow, University of Chicago, 1971; Assistant/Associate/Full Professor, University of Maryland, 1972-1990; Professor, University of Michigan, 1990-present

Overseas Experience: Central America, Venezuela, Mexico

Foreign Language Proficiency: Spanish (3)

Instructional Content Area Expertise: 0%

Number of Area Studies Courses Taught: N/A

Research and Training Specialization: Landscape influences on river ecosystems, including human alteration of land use; stream ecology; conservation biology; tropical river systems

Number of Recent Publications: 3 co-authored journal articles. Selected Examples: "Biological and Chemical Contaminants as a driver of change in the Great Lakes-St. Lawrence River basin," co-authored with E. R. Cornwell and others. *Journal of Great Lakes Research*, forthcoming; "Relative impacts in a multi-stressor world: assessing the importance of 50 stressors on the Laurentian Great Lakes," co-authored with S.D.P. Smith, P. McIntyre, and others. *Ecological Applications*, 2014; "Understanding the impacts of agriculture on Andean stream ecosystems of Colombia," co-authored with Ana M. Chará-Serna, Julián Chará, Lina P. Giraldo, and María del Carmen Zúñiga. *Freshwater Science*, 2014.

Number of Dissertations/Theses Supervised in the Past 5 Years: 0

Distinctions: EPA grant to study environmental stressors and stream health

FINK, WILLIAM Professor Emeritus, Ecology and Evolutionary Biology (tenured)

Education: B.S., University of Miami, 1967; M.S., University of Southern Mississippi, 1969; Ph.D., George Washington University, 1976

Academic Experience: Assistant/Associate Professor, Harvard University, 1976-1982; Assistant/Associate/Full/Emeritus Professor, University of Michigan, 1982-present

Overseas Experience: Colombia, Brazil, Panama, Venezuela, Bahamas

Foreign Language Proficiency: Spanish (2), Portuguese (2)

Instructional Content Area Expertise: 25%

Number of Area Studies Courses Taught: N/A

Research and Training Specialization: Biology and systematics of South African fishes

Number of Recent Publications: None

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: LSA Excellence in Education Award, University of Michigan, 1999

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

FRISANCHO, ROBERTO Emeritus Professor, Anthropology (tenured)
Education: B.H., National University of Cuzco, 1962; M.A., Pennsylvania State University, 1966; Ph.D., Pennsylvania State University, 1969
Academic Experience: Research Scientist, Center for Human Growth and Development, University of Michigan, Assistant/Associate/Full Professor, Department of Anthropology, University of Michigan, 1969-present.
Overseas Experience: Bolivia and Peru
Foreign Language Proficiency: Spanish (5), Portuguese (5), French (5), Quechua (5)
Instructional Content Area Expertise: 50%
Number of Area Studies Courses Taught: N/A
Research and Training Specialization: Human biological adaptation to environmental extremes, Andes
Number of Recent Publications: None.
Number of Dissertations/Theses Supervised in the Past 5 Years: 0
Distinctions: Arthur F. Thurnau Professorship; National Science Foundation Grant, 1991-1995; Fulbright Fellow, 1960-1964

KOTTAK, CONRAD Professor Emeritus, Anthropology (tenured)
Education: BA, Columbia University, 1963; Ph.D., Columbia University, 1966
Academic Experience: Assistant/Associate/Full/Emeritus, University of Michigan, 1998-present
Overseas Experience: Brazil, Madagascar
Foreign Language Proficiency: Portuguese (4)
Instructional Content Area Expertise: 50%
Number of Area Studies Courses Taught: N/A
Research and Training Specialization: Emerging ecological awareness and environmental risk perception in Brazil; mass media, especially the cultural context and impact of television in Brazil; development and social change
Number of Recent Publications: 1 single-authored journal article. Selected Examples: "What is General Anthropology? What is Its Future?" *General Anthropology* 22(1), 1-7, 2015
Number of Dissertations/Theses Supervised in the Past 5 Years: N/A
Distinctions: Inducted Member, National Academy of Sciences, 2008

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LEVINE, DANIEL Professor Emeritus, Political Science (tenured)

Education: A.B., Dartmouth College, 1964; M.S., London School of Economics, 1965; M.Phil., Yale University, 1967; Ph.D., Yale University, 1970

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1969-2010; Professor Emeritus, University of Michigan, 2010-present

Overseas Experience: Guatemala, Colombia, Peru, and Venezuela

Foreign Language Proficiency: Spanish (5), Italian (3), French (2), Portuguese (1)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: N/A

Research and Training Specialization: Venezuela, Andes, Religion and Politics, Social Movements, Democracy and Democratization

Number of Recent Publications: 1 single-authored monograph, 1 single-authored journal article, 3 co-authored journal articles, 2 single-authored book chapters. Selected Examples: "Theory and Method in the Scholarship of Kalman H. Silvert," in *Kalman H. Silvert: His Contributions, Legacy and Continuing Relevance*. Abraham Lowenthal and Martin Weinstein (eds.), 2015; "Real Violence and Real Religion," *Anuario de Historia de América Latina* (Jahrbuch für Geschichte Lateinamerikas), 2015; "Pathways to the Future," in *Conclusion to the Cambridge History of Religion in Latin America*. New York: Cambridge University Press, 2015; *Politics, Religion, and Society in Latin America*. Boulder, Colorado: Lynne Rienner Publishers, 2012.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Honorary Professor, Catholic University of Peru, 2014; Luce Foundation Fellow, Woodrow Wilson International Center for Scholars, 2011; James Orin Murfin Professor of Political Science, 2004-2010

MYERS, PHILIP Professor Emeritus, Zoology (tenured)

Education: B.A., Swarthmore College, 1969; Ph.D., University of California-Berkeley, 1975

Academic Experience: Assistant/Associate/Full/Emeritus Professor, University of Michigan, 1976-present

Overseas Experience: Nicaragua, Panama, Costa Rica, Ecuador, Paraguay, Peru, Suriname, Dominican Republic

Foreign Language Proficiency:

Instructional Content Area Expertise: 20%

Number of Area Studies Courses Taught: N/A

Research and Training Specialization: Natural history, patterns of reproduction, population biology, systematics of small mammals, New World topics

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: 3

Distinctions: Manierre Prize, Huron Mountain Wildlife Foundation, 2009; Provost's Teaching Innovation Prize, University of Michigan, 2009; LSA Excellence in Education Award, University of Michigan, 2004

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

PAIGE, JEFFERY Professor Emeritus, Sociology (tenured)

Education: A.B., Harvard University, 1964; Ph.D., University of Michigan, 1968

Academic Experience: Assistant Professor, University of California-Berkeley, 1968-1976; Associate/Full Professor, University of Michigan, 1976-2016; Professor Emeritus, University of Michigan, 2016-present

Overseas Experience: Central America, Cuba, Nicaragua

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 75%

Number of Area Studies Courses Taught: N/A

Research and Training Specialization: Social origins of dictatorship' democracy and socialist revolution in Central America, coffee elites of El Salvador, Costa Rica and Nicaragua

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: N/A

Distinctions: Fellow, Woodrow Wilson International Center for Scholars, 2012-2013; Nave Visiting Scholar, University of Wisconsin, 2010, Visiting Scholar, Massachusetts Institute of Technology, 1998, Excellence in Research Award, University of Michigan, 1997

TWOMEY, MICHAEL Professor Emeritus, Economics, University of Michigan-Dearborn (tenured)

Education: B.S., University of Notre Dame, 1967; M.A., Cornell University, 1970; Ph.D., Cornell University, 1974

Academic Experience: Assistant/Associate/Full/Emeritus Professor, University of Michigan-Dearborn, 1977-present

Overseas Experience: Peru, Colombia, Mexico

Foreign Language Proficiency: Spanish (5)

Instructional Content Area Expertise: 30%

Number of Area Studies Courses Taught: Economic Development, International Trade Theory, International Finance, Multinational Corporations and NAFTA, Central America

Research and Training Specialization: International trade and finance, economic development and agriculture, macroeconomics

Number of Recent Publications: None.

Number of Dissertations/Theses Supervised in the Past 5 Years: 3

Distinctions: None

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

LACS PROFESSIONAL AND PROJECT STAFF

BAIN, ROBERT Director, World History and Literature Initiative; Associate Professor, School of Education

Education: Ph.D., Case Western University

Academic Experience: Associate Professor, University of Michigan, 1998-Present

Professional Experience: Teacher, Beachwood City Schools, 1972-1998

Overseas Experience: Singapore, Israel, South Korea

Foreign Language Proficiency: None

Distinctions: Distinguished Lecturer, Organization of American Historians; University Educator of the Year, Michigan Council of Social Studies, 2012; "Class of 1923" Award for Outstanding Undergraduate Teaching

BURNETT, JULIE Academic Services & FLAS Coordinator, International Institute

Education: B.S.E., Central Michigan University, 2004; M.A., University of Michigan, 2018

Academic Experience: Science Educator, Detroit Science Center, 2015-present

Professional Experience: FLAS Coordinator, CREES, University of Michigan, 2009-present; Student Services, Undergraduate Advising Office, Engineering, University of Michigan, 2007-2012; Academic Services Associate, University of Michigan, 2013-present

Overseas Experience: Australia

Foreign Language Proficiency: None

Distinctions: National Academic Advising Association Professional Grant (2008)

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

DUTRIDGE-CORP, ELIZABETH Fellowships Advisor, International Institute

Education: B.A., Bowling Green State University, 2005; M.A., American/World History, Bowling Green State University, 2009; M.A., Michigan State University, 2014

Academic Experience: Teaching Assistant, Michigan State University, 2009-2014

Professional Experience: Academic Program Specialist, University of Michigan, 2014-2016; Fellowships Advisor, University of Michigan, 2016-present

Overseas Experience: Japan

Foreign Language Proficiency: Japanese (5), Hawaiian (1)

Distinctions: 2011 & 2013, Dr. Kwan Wai-So Memorial Scholarship Fund in History, Department of History, Michigan State University, East Lansing, MI; summer 2011 & 2011-2012, Foreign Language and Area Studies Fellowship (FLAS), Japanese, Asian Studies Center, Michigan State University, East Lansing, MI

GRAVES, FOLAKÉ Undergraduate Advisor, International Institute

Education: M.A., University of Illinois at Urbana-Champaign

Professional Experience: Undergraduate Advisor, University of Michigan, 2006-present

Overseas Experience: Senegal, Côte d'Ivoire, Ghana, Jamaica

Foreign Language Proficiency: None

Distinctions: President's Staff Innovation Award Nominee, 2016; LSA Staff Spotlight Award, 2017

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

GRUDEN-ALAJBEGOVIC, NATASA Program Manager, Global Projects

Education: B.A., Webster University, 1985; M.A., University of Belgrade, Serbia, 1990

Academic Experience: Researcher, International Atomic Energy Agency (IAEA), 1989

Professional Experience: Administrative Assistant, European Union Center of Excellence, 2002-2004; Program Associate to Program Manager, European Union Center of Excellence, 2005-2012; Program Manager, Armenian Studies Center, University of Michigan, 2012; Program Manager, Global Projects, University of Michigan, 2013-present

Overseas Experience: Austria, Belgium, Spain, Former Yugoslavia

Foreign Language Proficiency: Serbian (5), Bosnian (5), Croatian (5), Slovenian (3), German (3), Macedonian (2), Russian (1)

HERNANDEZ, JUAN Lecturer I, History, University of Puerto Rico

Education: B.A., University of Puerto Rico, 2000; M.A., University of Michigan, 2002; Ph.D., University of Michigan, 2007

Academic Experience: Adjunct Professor, University of Puerto Rico, 2008-Present; Lecturer I, University of Michigan, 2013-Present

Overseas Experience: Chile, Brazil, Cuba, Mexico

Foreign Language Proficiency: Spanish (5), Portuguese (5)

Distinctions: Juror, Best Book Contest, Latin American Studies Association, 2014

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

JOHNSON, HEATHER Fellowships Advisor, International Institute

Education: B.A., International and Area Studies, University of Oklahoma

Professional Experience: Fellowships Advisor, University of Michigan, 2010-present

Overseas Experience: Japan

Foreign Language Proficiency: Japanese (3)

MARTINS, ELIZABETH, Brazil Initiative Program Manager

Education: B.A. Communication Studies, Universidade da Cidade, Rio de Janeiro, 1985; Graduate Study, Communications (Universidade Federal da Bahia, 1996-1998).

Professional Experience: Portuguese-English translator specialized in academic texts (three books, various articles, 2010-present); Editor, Translating the Americas digital journal, LACS (Portuguese texts, 2012-present); Brazil Initiative Academic Program Manager (April 2014 - present); Academic and/or Research Program Officer Associate, LACS (2004 - April 2014); Program Associate I (2000 - 2004), Visiting Researcher, Department of American Culture, University of Michigan (1999-2000); Coordinator of Film and Video Department, Casa de Cultura Laura Alvim, Rio de Janeiro, Brazil, 1993-1999; Center-Wide Cultural Projects (1986 -1999), Casa de Cultura Laura Alvim, Rio de Janeiro, Brazil, Press Secretary, Casa de Cultura Laura Alvim, Rio de Janeiro, Brazil, 1986 - 1993. Partner, Berro Produções Artísticas – Cultural Productions firm specializing in musical/cultural events promotion and production, Rio de Janeiro, Brazil, 1986 - 1993

Overseas Experience: Brazil, Europe

Languages: Portuguese (5), Spanish (4)

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

PATTISON, SARAH Academic Services Manager, International Institute

Education: B.A., University of Illinois-Springfield, 2009; M.A., St. John's University, 2013; M.S. Ed., St. John's University, 2017

Professional Experience: Coordinator for Study Abroad & Exchange Program, University of Central Missouri, 2014-2017; Director, Center for Global Education, University of Central Missouri, 2016-2017; Academic Services Manager, International Institute, University of Michigan, 2017-present

Overseas Experience: Italy, Greece

Distinctions: Certificate of Academic Excellence, 2013; Learning to a Greater Degree Nominee; 2016

RISDON, HARPER Student Assistant, World History and Literature Initiative

Education: B.A., University of Michigan, 2011

Professional Experience: Student Assistant, World History and Literature Initiative, 2018-present

Overseas experience: West Africa, Central America

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

ROSENBERG, SOFIA Undergraduate Academic Advisor, International Institute

Education: M.A., American Literature

Overseas Experience: Egypt, Syria, Romania

Foreign Language Proficiency: Swedish (5), French (2), Spanish (2), Hebrew (1)

Professional Experience: Arabic Language Flagship Coordinator, University of Michigan, 2009-2014;
Undergraduate Academic Services, University of Michigan, 2014-2018

Distinctions: Excellence in Departmental Advising Award Nominee, 2016; LSA Team Spotlight Award, 2017

RODRIGUEZ, ALANA, LACS Academic Program Manager

Education: B.A. in International Business, with specializations in Latin America and Management and a minor in Portuguese and Brazilian Studies, San Diego State University, 2008. Licenciatura en Comercio Internacional from el Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Guadalajara, Mexico, 2010. MA in Latin American Studies and an MPH in Epidemiology from San Diego State University, expected August 2018.

Academic Experience: Co-instructor, San Diego State University, 2015-2016; Instructor, University of Michigan, 2017-Present

Professional Experience: Academic Coordinator, Executive International MBA, Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Guadalajara, 2011-2012; Program Coordinator, Center for Latin American Studies, San Diego State University, 2012-2017; Academic Program Manager, Center for Latin American and Caribbean Studies, University of Michigan, 2017-Present.

Overseas Experience: Cuba, Mexico

Foreign Language Proficiency: Spanish (5), Portuguese (2), Italian (1)

Distinctions: Valedictorian, SDSU, 2008; Mención Honorífica de Excelencia, Instituto Tecnológico y de Estudios Superiores de Monterrey, 2010; Nominee, LSA Rising Star Staff Award, University of Michigan, 2018.

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

SYPRIS, THEO Director, International Studies Program, Kalamazoo College Community College; Director, Midwest Institute for International and Intercultural Education

Education: B.S., Psychology & Biology, University of Michigan, 1982; M.A., Economics, Western Michigan University, 1986

Academic Experience: Western Michigan University, 1986-1993; Kalamazoo Valley Community College, 1986-present

Overseas Experience: Russia, China, Botswana, Swaziland, South Africa, Vietnam

Foreign Language Proficiency: Greek (5), German (5)

Distinctions: Employee Enrichment Award, Kalamazoo Valley Community College, 1991-1992; Special Recognition Award, Beacon College Project, American Association of Community Colleges, 1994

STOCKDILL, DARIN Instructional and Program Design Coordinator, Center for Education, Design, Evaluation, and Research, School of Education (non-tenure track)

Education: B.A., University of Michigan, 1991; M.A., Eastern Michigan University, 2005; Ph.D., University of Michigan, 2011

Academic Experience: Content Area Literacy Consultant, Oakland County Schools, 2011-2015; Instructional and Program Design Coordinator, University of Michigan, 2015-present

Overseas Experience: Ukraine, Puerto Rico (U.S.), El Salvador

Foreign Language Proficiency: Spanish (4)

Distinctions: Outstanding Graduate Student Instruction, 2010; Research Fellowship, National Academy of Education and Carnegie Foundation, 2009

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

SZPARA, KELSEY Undergraduate Academic Advisor, International Institute, appointed 2015.

Education: B.S., Social Science, Michigan Technological University; M.A, Eastern Michigan University

Academic Experience:

Overseas Experience:

Foreign Language Proficiency:

Professional Experience: Undergraduate Academic Advisor, UM International Institute, 2015-present; Academic Advisor, Middle Tennessee State University; Academic Auditor, University of Michigan

Distinctions: LSA Staff Spotlight Award, 2016 and 2017

TAKATA, AZUMI ANN Graduate Academic Services Coordinator and Foreign Language and Area Studies Fellowships Coordinator, International Institute

Education: B.S.E., Electrical Engineering and Computer Science, Princeton University, 1987; A.M., Sociology, Stanford University, 1988; A.M., East Asian Studies, Stanford University, 1991; Ph.D., Sociology, Stanford University, 1994.

Academic Experience: Lecturer II, University of Michigan, 1994-1995; Assistant Professor, University of Michigan, 1995-2002

Overseas Experience: Japan

Foreign Language Proficiency Japanese (5), German (1), Spanish (2)

Professional Experience: Administrator, Michigan Undergraduate Asian Studies Initiative, 2004-2006; Academic Services Coordinator, UM Center for Japanese Studies, 2006-2013; Graduate Academic Services Coordinator, UM International Institute, 2015-present

Distinctions: Graduated magna cum laude, 1987; Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 1991-92; Japan Society for the Promotion of Science Postdoctoral Fellowship (long term), 1999-2000; Staff Spotlight Award, UM College of Literature, Science & the Arts, 2017.

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

TICE, KAREN President & Senior Partner, Formative Evaluation Research Associates, Inc.

Education: B.A., Friends World College, 1978; M.A., Columbia University, 1982; Ph.D., Columbia University, 1989

Academic Experience: Lecturer, Eastern Michigan University, 1986.

Overseas experience: Panama, Spain, Guatemala, Mexico, Switzerland, Europe, Eastern Europe, Thailand, Central and South America.

Professional Experience: Consultant, New Age Inc., 1985; Consultant, Office of Educational Evaluation, New York City Board of Education, 1986; President & Senior Partner, Formative Evaluation Research Associates, Inc., 1986-present

Foreign Language Proficiency: Spanish (5), Portuguese (4), Catalan (2), Kackchiquel (2), Kuna (2)

Distinctions: Outstanding Academic Book Award, 1999

TSAI, HOWARD Indigenous Languages Program Coordinator

Education: B.A., University of California, Los Angeles, 2000; M.A., University of Michigan, 2003; Ph.D., University of Michigan, 2012

Academic Experience: Lecturer, University of Michigan, 2012-present

Professional Experience: Program Assistant, University of Michigan, 2014-present

Overseas Experience: Taiwan, Belize, Peru

Foreign Language Proficiency: Spanish (5), Mandarin (5), Quechua (3)

Distinctions: Social Science Research Council International Dissertation Field Research, 2006; Fulbright-Hays Doctoral Dissertation Research Abroad Program, 2006; American Philosophical Society Lewis and Clark Fund for Exploration and Field Research; National Science Foundation Graduate Fellowship, 2002-2005

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

VOWELL, EVAN Collaborative Projects Outreach Coordinator

Education: B.A. University of Michigan, 2016; M.Mgmt., University of Michigan, 2017

Professional Experience: Title VI Reporting and Evaluation Coordinator, International Institute, University of Michigan, 2017-present; Intern, Treasury Department, The Dow Chemical Company, 2017

Overseas Experience: Brussels, Belgium, UM-U.Windsor, European Union Study Abroad Program, 2015

Scale of foreign language proficiency levels: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

JOB DESCRIPTIONS - OUTREACH PERSONNEL

LACS Outreach Coordinator – Budget Line 6

The Center for Latin American and Caribbean Studies at the University of Michigan seeks an Outreach Coordinator to lead our educational programs for teacher training, MSI collaborations, and public engagement. LACS is designated as a National Resource Center by the U.S. Department of Education. NRCs form the backbone of U.S. language and area expertise and one of our key mandates is providing outreach to educators at the local, regional, and national levels.

The LACS Outreach Coordinator does this through:

1. Organizing annual SCECH-hour approved LAC-themed professional development workshops and programs for K-12 and community college teachers in Michigan;
2. Developing curricular materials and resource guides related to Latin America and the Caribbean;
3. Coordinating annual curriculum development grant and professional development travel grant cycles for local K-12 and community college faculty;
4. Maintaining partnerships with the Center for Education Design, Evaluation, and Research (CEDER), the University of Puerto Rico (UPR), and San Diego State University (SDSU);
5. Maintaining partnerships with local K-12 schools;
6. Manages UM- and Michigan-specific arrangements for annual UM-UPR outreach symposium, annual UM-SDSU symposium and experiential site visits in Tijuana; with assistance from UPR Project Consultant and SDSU Project Consultant for site-specific arrangements.
7. Assisting with coordination of annual UPR Faculty Library Residencies and pre/in-service teacher WHaLI residencies;
8. Coordinating social media and publicity; and
9. Organize annual strategic plans for on and off-campus events targeting the university community and the general public under the guidance of the Academic Program Manager.

Key Functions and Expected Performances:

- Developing and coordinating curriculum development resources which promote understanding of Latin America to the educational community (primary targets include K-12, 4-year and community colleges, and Minority Serving Institutions). Ideal candidates will have curriculum development experience.
- Organizing and facilitating professional development workshops for educators for the creation and dissemination of curriculum resources. This includes annual LACS Teacher Trainings on UM campus as well as annual UM-UPR symposium in San Juan, Puerto Rico, and annual UM-SDSU Workshop in San Diego, California and Tijuana, B.C., Mexico.
- Designing and providing outreach programs and activities for the general public, media and business interests, local schools, and local community organizations.
- Maintaining relationships with on and off campus organizations (museums, schools, businesses) who work on Latin America.
- Facilitating collection of data for federal grant reporting and for the impact assessment of our outreach programs.
- Working with local and regional organizations, institutions, and partner universities (requires annual travel).
- Coordinating on and off-campus media relations, editing our website outreach pages, and overseeing social media.
- Will include some evening and weekend work.

Required Education, Skills, and Experiences: We are looking for an energetic candidate with strong organizational skills, strong communication skills in English and Spanish, the ability to build and manage relationships with multiple constituencies, the ability to self-start, and the ability to manage multiple projects at once in a fast-paced environment.

- Native or near-native proficiency in Spanish
- BA with a background in education and/or Latin America
- Experience working with websites and social media
- Strong communication and public speaking skills
- Willingness to collaborate with community partners on initiatives
- Demonstration of ability to work as a strong team member

Starting Salary:

\$45,000/year (100% time)

UM-SDSU Project Consultant – Budget Line 22B

The Center for Latin American and Caribbean Studies (LACS) at the University of Michigan seeks a project consultant to assist with the University of Michigan – San Diego State University K-16 Partnership and Binational Summer Institute.

Roles and responsibilities:

This job is tied to a four-year grant project supported by the US Department of Education. This project builds upon ties between faculty and staff at the University of Michigan and San Diego State University to create a binational Summer Institute that trains K-12 and community college teachers in California and Michigan to incorporate content on global migration into their curriculum. Specifically:

- The consultant will work with the San Diego State University College of Education to coordinate curricular needs assessments in years 1 and 2 and will coordinate the recruitment and promotion of California teachers for the Binational Summer Institute in years 3 and 4.
- Communicate effectively with the Center for Latin American Studies at San Diego State University and the Center for Latin American and Caribbean Studies at the University of Michigan and various sites in Tijuana, Mexico to assist in the organization of the Summer Institute.
- Communicate effectively with K-14 institutions in San Diego, CA and surrounding areas to manage the promotion and recruitment process of California teachers to the institute.
- Serve as a liaison between the LACS Outreach Coordinator and California-based stakeholders (geographic location of this position is not limited to Ann Arbor, MI).

Job Requirements:

- Native or near-native proficiency in Spanish
- BA or MA with a background in education and/or Latin America
- Experience working across multiple institutions of higher education
- Experience working in a binational or bicultural setting

Desired Qualifications:

- Ph.D. with a background in education and/or Latin America
- Experience working in Latin America and/or the US/Mexico Border
- Knowledge of national and state curriculum standards

Salary:

\$25.00/hour. This is an hourly, part-time position. Anticipated appointment: 150 in Years 1-2, 200 in years 3-4.

Undergraduate Student Assistant – Budget Line 53

The Center for Latin American and Caribbean Studies (LACS) at the University of Michigan invites undergraduate student applications for an office assistant position.

Roles and responsibilities:

The Undergraduate Student Assistant performs basic office work: maintains office files and records; receives, sorts, and routes mail; posts information to records; stuffs, seals, and stamps envelopes; maintains mailing lists; wraps packages; sorts, collates, staples, and hand delivers materials; sets up refreshments for weekly lectures and at other regular events; conducts internet searches; available to work occasional evenings and weekends.

Educational value of this job:

Gain working experience with academic administration.

Gain working knowledge and experience with Latin American and Caribbean topics.

Job Requirements:

Ability and willingness to collaborate with others, but also able to work and solve problems independently.

Clear and considerate communication skills, verbally and in writing.

Excellent organization skills and ability to multitask and prioritize work.

Excellent attention to detail, being able to find issues and report meaningfully.

Desired Qualifications:

Coursework on or knowledge of Latin America and the Caribbean.

Knowledge of Spanish, Portuguese, or an indigenous language of the region.

Salary

\$12.00/hour. This is an hourly, part-time position. Anticipated appointment: 75 hours per academic year.

Graduate Student Assistant – Budget Line 54

The Center for Latin American and Caribbean Studies (LACS) at the University of Michigan invites graduate student applications for a program assistant position.

Roles and responsibilities:

The Graduate Student Assistant provides assistance with public outreach events such as film screenings, public event planning, LACS E-bulletin newsletter content and design, website updates and content creation such as the student and faculty spotlights, other Center programming promotional initiatives such as targeting communication to other departments and schools to inform them of LACS opportunities like the FLAS fellowship, field research grants, graduate certificate, etc. May also work on project-specific tasks such as the maintenance of the Global Feminisms Archive.

Educational value of this job:

Gain valuable working experience with academic administration and public outreach.

Gain working knowledge and experience with Latin American and Caribbean topics.

Job Requirements:

Bachelor's degree and good standing in graduate program.

Ability and willingness to collaborate with others, but also able to work and solve problems independently.

Clear and considerate communication skills, verbally and in writing.

Excellent organization skills and ability to multitask and prioritize work.

Excellent attention to detail, being able to find issues and report meaningfully.

Coursework on or knowledge of Latin America and the Caribbean.

Knowledge of Spanish, Portuguese, or an indigenous language of the region.

Desired Qualifications:

Academic focus on Latin America and the Caribbean.

Native or near-Native fluency in Spanish, Portuguese, or an indigenous language of the region.

Salary

\$20.00/hour. This is an hourly, part-time position. Anticipated appointment: 200 hours per academic year.

JOB DESCRIPTIONS – AREA AND LANGUAGE INSTRUCTION

Area Studies Mini Course Visiting Lecturer – Budget Line 5

The Center for Latin American and Caribbean Studies at the University of Michigan invites applications for a Visiting Scholar for a 1-credit mini course. This teaching effort qualifies for a 5.55% appointment for Fall or Winter in our Center.

Responsibilities:

The successful candidate will teach a 1-credit course on a topic related to Latin America and the Caribbean, with a focus on non-fiction literature and politics in the region (*Note: each year may have a different topic. This is an example job posting).

Required Qualifications:

Applicants must have a Ph.D. degree with a focus on Politics, Modern Literature and/or Latin American Studies in a relevant field such as culture, literature, and politics. Teaching experience at the college/university level is preferred. A complete dossier includes a letter of application explaining your qualifications and teaching philosophy and a current CV.

Desired Qualifications:

Preference will be given to candidates with strong background in Modern Literature, Politics, and Latin American studies.

Salary:

Compensation will be a salary of \$3,000 for the appointment period of two months. Consistent with University practice, this salary will be paid in two (2) monthly installments on the last working day of the month.

Portuguese for the Professions Mini Course Lecturer – Budget Line 5

The Center for Latin American and Caribbean Studies at the University of Michigan invites applications for a Visiting Lecturer for a 1-credit mini course. This teaching effort qualifies for a 5.55% appointment for Fall or Winter in the Department of Romance Languages and Literatures.

Responsibilities:

The successful candidate will teach a 1-credit course titled “Portuguese for the Professions.” This course is designed for students interested in working in/with the Portuguese-speaking World (Brazil, Portugal, and/or Lusophone Africa (Angola, Cape Verde, Guinea-Bissau, Mozambique, and São Tomé and Príncipe), particularly in the realms of business, international relations, and the medical sciences. The professional focus (may be more than one) will vary from year to year.

Required Qualifications:

Applicants must have native, or near-native fluency in Portuguese. Applicants must exhibit excellence in teaching courses in Portuguese as a foreign/second language. Minimum education level of Master’s Degree required; advanced training or Ph.D. degree preferred. A complete dossier includes a letter of application explaining your qualifications and teaching philosophy, a current CV, and evidence of teaching excellence. Applicants will be selected based upon demonstrated subject matter expertise, demonstrated excellence in teaching, and departmental needs.

Desired Qualifications:

Preference will be given to candidates with strong background in business, health, and/or policy in Brazil or the Portuguese speaking world.

Salary:

Compensation will be a salary of \$3,000 for the appointment period of two months. Consistent with University practice, this salary will be paid in two (2) monthly installments on the last working day of the month.

APPENDIX 2B: LANGUAGE COURSES

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Nahuatl										
LACS 455	*Topics in Latin American Studies: Nahuatl Literature and Culture	3	1	FA	0	0	0	1		X
LACS 461	*Elementary Nahuatl I	4	1	FA	0	2	1	0		X
LACS 462	*Elementary Nahuatl II	4	1	WN	0	2	0	0		X
LACS 463	*Intermediate Nahuatl I	4	2	FA	0	0	0	0		X
LACS 464	*Intermediate Nahuatl II	4	2	WN	0	0	0	0		X
LACS 465	*Advanced Nahuatl I	4	3	FA	0	1	0	1		X
LACS 466	*Advanced Nahuatl II	4	3	WN	0	1	0	1		X
Total Nahuatl Enrollments					0	6	1	3		
Portuguese										
PORTUG 101	Elementary Portuguese I	4	1	FA	14	0	13	1		X
PORTUG 102	Elementary Portuguese II	4	1	WN	8	0	11	1		X
PORTUG 231	Second Year Portuguese I	4	2	FA	5	0	7	1		X
PORTUG 232	Second Year Portuguese II	4	2	WN	4	0	6	0		X
PORTUG 280	Portuguese for Speakers of Romance Languages	3	2	FA/WN	15	3	19	1		X
PORTUG 283	*Portuguese for the Professions	3	2	WN	4	0	0	0		
PORTUG 287	Advanced Portuguese Conversation and Composition	3	2	WN	4	1	6	2		X
PORTUG 290	Conversation through Film and Popular Music	3	2	FA/WN	10	1	5	2		

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Portuguese										
PORTUG 301	Topics in Afro-Luso-Brazilian Cultures	3	3	FA	0	0	0	0		X
PORTUG 473	Popular Music in the Portuguese-Speaking World	3	4	FA	0	0	10	1		
PORTUG 501	Advanced Studies in Portuguese	3	4	FA	0	2	0	1		
PORTUG 635	Independent Study	1-3	4	FA/WN	0	0	0	0		X
STDABRD 405	CGIS: Brazilian Studies and Portuguese Language in São Paulo, Brazil	1-15	N/A	FA/WN	0	0	2	0	X	
STDABRD 405	São Paulo Brazil: Intermediate Portuguese	4	3	FA	1	0	0	0		
STDABRD 405	São Paulo Brazil: Advanced Portuguese	4	5	WN	0	0	2	0		
STDABRD 405	São Paulo Brazil: Beginning Portuguese	8	1	WN	0	0	2	0		
Total Portuguese Enrollments					65	7	83	10		
Quechua										
LACS 471	*Elementary Quechua I	4	1	FA	1	0	2	0		X
LACS 472	*Elementary Quechua II	4	1	WN	1	1	0	2		X
LACS 473	*Intermediate Quechua I	4	2	FA	0	0	0	1		X
LACS 474	*Intermediate Quechua II	4	2	WN	0	2	0	1		X
LACS 475	*Advanced Quechua I	4	3	FA	0	2	0	2		X
LACS 476	*Advanced Quechua II	4	3	WN	0	2	0	2		
STDABRD 403	*CGIS: Quechua Language in Cusco, Peru	1-10	3	SS	1	0	0	0	X	X
Total Quechua Enrollments					3	7	2	8		

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Spanish										
SPANISH 100	Intensive Elementary Spanish	8	1	FA/WN/SS	56	2	36	0		X
SPANISH 101	Elementary Spanish I	4	1	FA/WN/	221	4	227	4		X
SPANISH 102	Elementary Spanish II	4	1	FA/WN	184	3	177	3		X
SPANISH 103	Review of Elementary Spanish	4	1	FA/WN	551	0	464	0		X
RCLANG 194	Residential College Elementary Spanish Seminar	4	1	FA	18	0	15	0		X
RCLANG 194	Residential College Intensive Spanish I	8	1	FA/WN	47	0	48	0		X
SPANISH 230	Intensive Second Year Spanish	8	2	FA/WN	155	0	26	1		X
SPANISH 231	Second Year Spanish I	4	2	FA/WN	971	5	928	3		X
SPANISH 232	Second Year Spanish II	4	2	FA/WN	814	3	810	2		X
SPANISH 232	Second-Year Spanish, Continued: The Hispanic World Through Food	4	2	FA/WN	105	0	107	0		X
SPANISH 232	Second-Year Spanish, Continued: Rhythms of Latin Music and Culture	4	2	FA/WN	106	0	108	0		X
SPANISH 232	Second-Year Spanish, Continued: Artefactos y patrimonio cultural	4	2	FA	0	0	0	0		X
SPANISH 232	Second-Year Spanish, Continued: Museo de la Region Andina	4	2	FA/WN	96	0	86	0		
SPANISH 232	Second-Year Spanish, Continued: From Argentina to Cuba: A Life Changing Journey	4	2	FA/WN	49	0	36	1		
SPANISH 232	Second-Year Spanish, Continued: Afrodescendants and Afro Culture in Argentina: Past and Present	4	2	FA	0	0	0	0		X

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Spanish										
SPANISH 232	Second-Year Spanish, Continued: LGBTQA in the Hispanic World: Artistic and Cultural Manifestations	4	2	WN	52	0	0	0		
SPANISH 232	Second-Year Spanish, Continued: A Linguistic and Cultural Voyage through the Hispanic World	4	2	FA/WN	0	0	54	0		X
SPANISH 232	Second-Year Spanish, Continued: Conozcamos Argentina! An Imaginary Trip Through Literature	4	2	FA	0	0	25	0		X
SPANISH 277	Readings, Grammar, and Composition	4	2	FA/WN	555	5	565	9		
SPANISH 280	Conversation Through Spanish/Latin American Film	3	2	FA/WN	136	1	89	0		X
SPANISH 280	Conversation Through Spanish/Latin American Film: Watching War: Figures, Forms and Fascination with Violence in Hispanic Cinema	3	2	FA	0	0	0	0		X
SPANISH 280	Conversation Through Spanish/Latin American Film: Traces of Colonialism in the 20th Century: Contemporary Latin American Cinema	3	2	FA	14	0	0	0		
SPANISH 280	Conversation Through Spanish/Latin American Film: Geographies of Migration: Latinos Here and There	3	2	FA	0	0	0	0		X
SPANISH 280	Conversation Through Spanish/Latin American Film: Framing Modernity: The Metropolis through Cinema	3	2	WN	18	0	18	0		X
SPANISH 280	Conversation Through Spanish/Latin American Film: El individuo en comunidad	3	2	FA	0	0	0	0		X

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Spanish										
SPANISH 280	Conversation Through Spanish/Latin American Film: "Ni de aqui, ni de alla:" la inmigracion Latina en los Estados Unidos	3	2	WN	17	0	0	0		
SPANISH 280	Conversation Through Spanish/Latin American Film: Sociedad y cultura a traves del cine	3	2	WN	0	0	15	0		
SPANISH 280	Conversation Through Spanish/Latin American Film: Keeping Track of Dissidents and Narcos: Surveillance in Latin America	3	2	WN	0	0	18	0		
SPANISH 280	Conversation Through Spanish/Latin American Film: Usos del cine fantastico en el mundo hispano	3	2	FA	0	0	0	0		X
SPANISH 280	Conversation Through Spanish/Latin American Film: Cartografias de la violencia en el cine hispanohablante del siglo XXI	3	2	WN	0	0	18	0		
SPANISH 283	*Spanish for the Professions	3	2	FA/WN	75	0	48	0		X
SPANISH 287	Written Expression: Achieving Competence	3	2	FA/WN	66	0	38	1		X
SPANISH 289	Introduction to Translation	3	2	FA/WN	71	0	70	0		X
RCLANG 294	Residential College Intensive Spanish II	8	2	FA/WN	76	0	71	0		X
SPANISH 295	Introduction to Hispanic Literatures	3	2	FA/WN	119	1	124	0		X
SPANISH 296	Special Topics in Hispanic Literatures and Cultures: Political Ecology in Latin and Latino/a America	3	2	FA	13	0	0	0		
SPANISH 296	Special Topics in Hispanic Literatures and Cultures: Fascism and the Dictatorial Past in Spain and Argentina: Graphic Novel, Visual Culture, and Literature	3	2	FA	0	0	0	0		X

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Spanish										
SPANISH 296	Special Topics in Hispanic Literatures and Cultures: Prostitutes, Parents, and the Ghost of Pancho Villa: Thinking Gender and Nationhood in 20th and 21st Century Mexico	3	2	WN	9	0	0	0		
SPANISH 296	Special Topics in Hispanic Literatures and Cultures: Literatura e imagen en revoluciones y guerras civiles de America Latina	3	2	FA	0	0	16	0		
SPANISH 298	Introduction to Spanish Linguistics	3	2	FA/WN	66	1	70	0		X
RCLANG 314	Residential College Accelerated Review Spanish	4	3	FA/WN	18	0	10	0		X
SPANISH 315	Contemporary Issues in the Caribbean and South America: Narcotrafico en America Latina	3	3	FA/WN	35	0	17	0		
SPANISH 332	Short Narrative in Latin America/Spain: Borges y sus mundos	3	3	FA/WN	13	0	18	0		
SPANISH 332	Short Narrative in Latin America/Spain: Politics and the Collective	3	3	FA	15	0	0	0		
SPANISH 332	Short Narrative in Latin America/Spain: Magical Realism	3	3	WN	18	0	0	0		
SPANISH 333	Techniques of Pronunciation and Oral Expression	3	3	FA/WN	35	0	32	0		X
SPANISH 335	Contemporary Spanish and Spanish-American Literature: 21st Century Latin American Literature	3	3	WN	0	0	16	0		
SPANISH 372	Survey of Spanish Literature, II	3	3	FA/WN/SS	60	0	38	0		
SPANISH 373	Topics in Hispanic Studies: Bilingualism in the Spanish-Speaking World	3	3	FA	0	0	16	0		

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Spanish										
SPANISH 410	Spanish Phonetics and Phonology	3	4	FA	19	0	18	0		
SPANISH 411	Advanced Syntax	3	4	FA/WN	29	0	9	0		
SPANISH 415	Problems in Language Translation	3	4	FA/WN	35	0	54	0		
SPANISH 428	Internship in Spanish	3	4	FA	9	0	0	0		X
SPANISH 440	Literatures and Cultures of the Borderlands: The Politics of Language	3	4	FA	0	0	12	0		
HS 300	Spanish Language for Health Care Professionals Two weeks at UM and two weeks in Oaxaca, Mexico			SS	0	0	0	0	X	
BUSABRD 401	Global Semester Exchange Buenos Aires: Beginning Spanish I	3	1	WN	1	0	0	0		
BUSABRD 401	Global Semester Exchange Buenos Aires: Intermediate Spanish I	3	3	WN	2	0	0	0		
BUSABRD 401	Global Semester Exchange Buenos Aires: Advanced Conversational Spanish	3	5	WN	2	0	0	0		
STDABRD 373	CGIS: Intensive Language and Culture in Santiago, Chile	1-10	N/A	SS	0	0	0	0	X	
STDABRD 494	CGIS: Language and Culture in Buenos Aires, Argentina	1-15	N/A	FA	0	0	3	0		
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina	1-15	N/A	WN	0	0	5	0		
STDABRD 303	Environmental Studies Costa Rica: Advanced Spanish Language I	3	4	WN	1	0	0	0		

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Spanish										
STDABRD 303	Environmental Studies Costa Rica: Advanced Spanish Language II	3	5	WN	1	0	0	0		
STDABRD 303	Environmental Studies Costa Rica: Intermediate Spanish Language II	3	3	WN	2	0	0	0		
STDABRD 366	Public Health in the Dominican Republic: Advanced Spanish Conversation Grammar	4	5	SS	7	0	0	0		
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Spanish Language in Context: Emerging Competence Abroad I	4	1	FA	1	0	0	0		
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Spanish Language in Context: Independence Abroad I	4	1	WN	5	0	0	0		
STDABRD 494	Language & Culture in Buenos Aires: Spanish Language in Context: Novice Abroad 3	6	3	WN	4	0	0	0		
STDABRD 494	Language & Culture in Buenos Aires: Spanish Language in Context: Emerging Competence Abroad I	4	1	WN	1	0	0	0		
STDABRD 496	Advanced Spanish in Argentina: Spanish Language in Context: Emerging Competence Abroad I	4	1	FA	1	0	0	0		
STDABRD 496	Advanced Spanish in Argentina: Spanish Language in Context: Independence Abroad I	4	1	WN	2	0	0	0		
STDABRD 496	Advanced Spanish in Argentina: Spanish Language in Context: Emerging Competence Abroad I	4	1	WN	3	0	0	0		
MEDEDUC 610	Medicine in Spanish I	3	2	FA	0	22	0	22		
MEDEDUC 611	Medicine in Spanish II	3	3	WN	0	22	0	22		

Course Number	Course Title	Credits	Lang Level	Term Offered	Enrollment AY 2016-17		Enrollment FA/WN 2017-18		To be offered	
					UG	G	UG	G	SS 18	18-19
Spanish										
MEDEDUC 1MSPN.U	Medicine in Spanish - Advanced	3	4	FA/WN	0	16	0	16		
Total Spanish Enrollments					4979	85	4555	84		
Total Language Enrollments					5047	105	4641	105		

List of Abbreviations

AA	Ann Arbor
AATSP	American Association of Teachers of Spanish and Portuguese
ACTFL	American Council on the Teaching of Foreign Languages
AP	Absolute Priority
CPP	Competitive Preference Priority
AS	Area Studies
AY	Academic Year
BI	Brazil Initiative
BL	Budget Line
CEDER	Center for Education Design, Evaluation, and Research
CGIS	Center for Global and Intercultural Study
CIH	Centro de Investigaciones Históricas, University of Puerto Rico
CMENAS	Center for Middle Eastern and North African Studies
CRL	Center for Research Libraries
CRLT	Center for Research on Learning and Teaching
DEI	Diversity, Equity, and Inclusion
ED	Department of Education
ELI	English Language Institute
FAFSA	Free Application for Federal Student Aid
FERA	Formative Evaluation Research Associates
FIOCRUZ	Fundação Oswaldo Cruz
FLAS	Foreign Language and Area Studies
FTE	Full-Time Equivalent
GPASS	Global Practices in Applied Social Sciences
GSI	Graduate Student Instructor
IDIEZ	Zacatecas Institute for Teaching and Research in Ethnology
II	International Institute
IIELF	International Institute Experiential Learning Fund
IIIF	International Institute Individual Student Fellowship
INCAE	Instituto Centroamericano de Administración de Empresas
LAC	Latin America and the Caribbean
LACS	Center for Latin American and Caribbean Studies
LARRP	Latin Americanist Research Resources Project
LC	Language Across the Curriculum
LCTL	Less Commonly Taught Language
LEO	Lecturer Employees Organization
LRC	Language Resource Center
LSA	College of Literature, Science, and the Arts
MIIE	Midwest Institute for International/Intercultural Education
MIRS	Master's in International and Regional Studies
MOOC	Massive Open Online Course
MSI	Minority-Serving Institution
NINR	National Institute of Nursing Research
NRC	National Resource Center

NSF	National Science Foundation
ORSP	Office of Research and Sponsored Projects
PICS	Program in International and Comparative Studies
PfP	Portuguese for the Professions
PMF	Performance Management Framework
PR	Puerto Rico
RC	Residential College
RLL	Department of Romance Languages and Literatures
RMF	Rackham Merit Fellowship Program
ROTC	Reserve Officers' Training Corps
SALALM	Seminar on the Acquisition of Latin American Library Materials
SCECH	State Continuing Education Clock Hours
SDSU	San Diego State University
SEAS	School for Environment and Sustainability
SoE	School of Education
SfP	Spanish for the Professions
SLIP	Spanish Language Internship Program
STEM	Science, Technology, Engineering, and Mathematics
THL	A. Alfred Taubman Health Sciences Library
UG	Undergraduate
UM	University of Michigan
UMMA	University of Michigan Museum of Art
UPR	University of Puerto Rico
WCC	Washtenaw Community College
WHaLI	World History and Literature Initiative
WISD	Washtenaw Intermediate School District

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

Comprehensive National Resource Center Undergraduate National Resource Center Foreign Language and Area Studies Fellowships

Federal Funds Requested NRC Request

Year 1: \$269,930 Year 2: \$266,831 Year 3: \$269,362 Year 4: \$269,788

FLAS Request

Year 1: \$288,000 Year 2: \$288,000 Year 3: \$288,000 Year 4: \$288,000

Type of Applicant

Single institution Center for Latin American and Caribbean Studies at the University of Michigan

Consortium of institutions

- ☐ Lead _____
- ☐ Partner 1 _____
- ☐ Partner 2 _____
- ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

AFRICA

MIDDLE EAST

CANADA

PACIFIC ISLANDS

EAST ASIA/PAN ASIA

RUSSIA, EASTERN EUROPE, EURASIA

EUROPE

SOUTH ASIA

INTERNATIONAL

SOUTHEAST ASIA

LATIN AMERICA and the CARIBBEAN

WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Portuguese, Quechua, Nahuatl, Yoruba

DIVERSE PERSPECTIVES AND A WIDE RANGE OF VIEWS IN FUNDED ACTIVITIES

Center for Latin American and Caribbean Studies
University of Michigan

The University of Michigan's Standard Practice Guide affirms the university's commitment to free speech. It states, in part, that "expression of diverse points of view is of the highest importance, not only for those who espouse a cause or position and then defend it, but also for those who hear and pass judgment on that defense. The belief that an opinion is pernicious, false, or in any other way detestable cannot be grounds for its suppression." LACS shares this understanding and is committed to presenting diverse perspectives and a wide range of views in its programming, teaching, and outreach. The Center has consistently sought to provide content and stimulate informed debate on important issues about which there may be competing scholarly and/or political tendencies. This commitment to diversity guides our academic and public outreach programming that focuses on contested issues in domestic and international politics. It also guides programming related to intellectual and pedagogic debates about teaching and research on LAC. It reflects a concern for basic fairness, but beyond that, a fundamental belief of LACS and UM that serious and balanced engagement with diverse viewpoints promotes political and social tolerance and enduring values of good citizenship.

During the 2018-22 NRC funding cycle, LACS will employ procedures that have served it well in the past to assure that grant-supported activities reflect diverse perspectives. For example, all our public lectures and workshops include a substantial Q&A component where audience members have a chance to raise questions, contribute new information or perspectives, and/or challenge the views being presented. We actively seek out speakers and workshop contributors from outside the academy who represent a wide range of views, including artists, filmmakers, activists, policy makers, diplomatic personnel, and journalists, among others. Decisions about programming on potentially controversial topics have in the past and will continue to be reviewed by the LACS Advisory Board as necessary, which is composed of faculty members from a range of disciplines who, collectively, incorporate diverse perspectives about important issues related to the study of LAC. We will seek input from other faculty members and/or other units with expertise pertaining to the planned activities.

As part of the Center's comprehensive evaluation plan, exit surveys of individual programs (e.g., teacher trainings, public outreach events) and annual audience surveys will include questions about our commitment to, and accomplishments in, presenting diverse perspectives. To the extent that a particular program does not present diverse perspectives, this feedback will be considered when planning future programs. If, in rare instances, legitimate concerns are raised about the diversity of Center programming related to a particularly controversial subject, assessments and recommendations will be sought from qualified LAC specialists both within and outside UM.

GOVERNMENT SERVICE IN AREAS OF NATIONAL NEED AND IN OTHER EMPLOYMENT SECTORS

Center for Latin American and Caribbean Studies
University of Michigan

During the 2018-22 NRC and FLAS funding cycle, the University of Michigan and its Center for Latin American and Caribbean Studies will continue to encourage our graduates to pursue government service in areas of national need, as defined by the U.S. Department of Education, and in areas of need in education, business, and nonprofit sectors by:

1. Supporting Latin American and Caribbean priority LCTLs and strengthening UM capacities in LAC studies through our NRC funding request and award of FLAS Fellowships;
2. Producing graduates with expertise and competence in LAC languages and knowledge about this critical world region;
3. Producing graduates who can engage at a high level with a multilingual and multicultural global workforce at home and abroad;
4. Providing career support services for students with an interest in international and LAC area studies by co-hosting job fairs and regularly posting job announcements through email, weekly bulletins, blogs, and social media;
5. Connecting students with LAC alumni who are currently working or who have pursued careers in international business and STEM fields;
6. Actively participating with the II and other UM units in the International Career Pathways (ICP) network, which brings UM students together with educators and employers to explore pathways to international careers, including hosting a series of International Career Talks and an International Opportunities Fair each year with over 100 participating organizations;
7. Continuing efforts to recruit Foreign Area Officers and to involve UM's Military Officer Education Programs (ROTC) in Center activities including LAC priority LCTL training, areas studies courses, and public events;
8. Continuing to co-host events with the Ross School of Business and the William Davidson Institute in order to connect students to leaders in business and non-profits in Latin America; and
9. Continuing to host our successful US Government Agencies in Latin America Career event series, piloted during the 2014-2018 NRC cycle, which has brought speakers from the US Department of State, Department of Labor, and Department of Defense who work in or on LAC to share experiences and tips with students interested in a broad range of careers in the Federal Government.

APPENDIX 4: Letters of Support
Index

Scarlett Middle School; Ann Arbor Public Schools.....	1
Center for Latin American Studies; San Diego State University.....	3
College of Education; San Diego State University.....	5
School of Education; University of Michigan.....	7
Chancellor; University of Puerto Rico.....	8



PASSION, PRIDE, AND PRODUCTIVITY
SCARLETT MIDDLE SCHOOL

3300 Lorraine Street
Ann Arbor, Michigan 48108
734.997.1220 / 734.997.1885

To Whom It May Concern:

The staff at Scarlett Middle School, a Title I International Baccalaureate School in Ann Arbor Michigan, is thrilled to write this letter in support of the Center for Latin American and Caribbean Studies (LACS). Over the past year, we have had multiple opportunities to collaborate with LACS through teacher training, artist visits, and grants that have allowed us to integrate opportunities for students to analyze and discuss immigration issues in Latin America and beyond.

In March 2018, two of our staff members, Renea DiBella and Kimberly Harn, attended the teacher training workshop hosted by LACS “No Human is Alien: Gang Violence in Central America and Contemporary Immigration Debates.” As part of the workshop, both teachers came back with concrete strategies for integrating stories of immigration into our Social Studies curriculum. The workshop inspired Renea DiBella to rewrite the 8th grade unit in her US history course on Westward Expansion to include connections to contemporary immigration debates. Using strategies from the training workshop, Renea included opportunities for students to share and learn about personal stories of migration. A \$200 book grant to purchase a classroom set of Crossing the Wire allowed us to further discuss contemporary issues in migration and humanize the experience of youth fleeing gang violence who make the journey from Latin America to the United States alone.

The teacher training workshop also empowered Kimberly Harn, our 6th and 7th grade Social Studies teacher, to create an interdisciplinary unit between ELA and Social Studies using what she had learned about the importance of teaching immigration issues through stories. Thanks to a \$400 grant from LACS, we were able to implement a 6th grade unit where students read the book Refugee about three immigration stories from Nazi Germany, communist Cuba, and war-torn Syria. The unit culminated with a panel discussion where students were able to talk to refugees from Germany, Cuba, and Iraq. One of the panel members, a 6th grader who fled Cuba when she was 5 years old shared, “I want people to know this isn’t just something that happened in a book. This happened in real life, and it happened to me.” Another student wrote a letter to the Holocaust survivor after the panel discussion that said “a connection I made [between your story and] a story in my life is that you, me, and my parents got deported.” The training and grants provided by LACS made it possible for us to give spaces for more than 400 students to explore narratives of contemporary immigrants.

In addition to providing teacher training and grant donations that allowed us to include issues of contemporary immigration in our curriculum, LACS facilitated a visit to Scarlett by Honduran Artist German Andino. German Andino came to Scarlett and shared his art and stories with students. The students selected for this intimate learning experience were students whose families are from Latin America, many of whom have a close relative who made the journey to the United States by foot or are facing deportation. Students left the workshop having had a safe space to use art as an avenue to discuss their histories, hopes for the future, and fears about today. After the workshop, one student commented “I didn’t know that so many of my classmates had similar

ANN ARBOR PUBLIC SCHOOLS

PR/Award # P015A180106

University of Michigan, Center for Latin American and Caribbean Studies, Appendix 4, Page 1



PASSION, PRIDE, AND PRODUCTIVITY
SCARLETT MIDDLE SCHOOL

3300 Lorraine Street
Ann Arbor, Michigan 48108
734.997.1220 / 734.997.1885

experiences to me. I'm scared to talk about them at school. Knowing that my experiences are shared helps me feel stronger. Maybe when I grow up I will use art to tell my story just like Mr. Andino."

LACS also supported Scarlett this year as we integrated service learning into our curriculum. In their ELA classes, students created brochures about the positive effects of local organizations on our community. LACS volunteered to be one of our focus organizations and helped us create materials to educate students about the positive impacts of learning about other cultures and communities. In future years, we hope to partner with LACS to include community organizations that are providing humanitarian relief on the US-Mexico border as part of this project.

At Scarlett, we recognize the need for continued opportunities to support teachers as they integrate stories of global migration into the curriculum. A summer institute that explores issues of global migration in depth, and strategies for teaching global migration in the classroom, would further support us as we continue to rewrite and reshape our curriculum. Furthermore, we believe that the opportunity to learn about the issues on the border would be especially meaningful and allow us to better understand personal stories of migration, how diasporas form and change, and contemporary debates regarding migration. The creative summer institute proposed by LACS would provide teachers in Ann Arbor the opportunity to interact with and learn about migrants from many regions of the world while also sharing best practices for teaching global migration studies in the classroom with teachers from California and faculty at San Diego State University. We extend our full support for the activities LACS is proposing in their grant application to the Department of Education and look forward to more opportunities to enrich our curriculum at AAPS.

In summary, support from LACS has facilitated multiple opportunities at Scarlett Middle School for students to discuss issues of contemporary immigration and global migration. The teacher training workshops have given us concrete strategies for integrating these issues into our curriculum and the grants have given us the materials we need to successfully teach about contemporary immigration. Furthermore, the opportunity to bring in guest speakers, like German Andino, has provided authentic opportunities for our students to learn about global migration through personal narratives.

Evelyn Daugherty
ESL Teacher

Gerald Vazquez
Principal

ANN ARBOR PUBLIC SCHOOLS



SAN DIEGO STATE
UNIVERSITY

Center for Latin American Studies
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 · 6038
Tel: 619 · 594 · 1104
Fax: 619 · 594 · 5474
<http://latinamericanstudies.sdsu.edu>

June 1, 2018

US Department of Postsecondary Education
NRC/FLAS Review Board

Dear Reviewers,

I write to support the project *Global Migration in a Border City: Reproducing Asia, Africa, the Middle East, and Latin America in Tijuana, Mexico* between the Center for Latin American and Caribbean Studies at the University of Michigan (LACS) and the Center for Latin American Studies at San Diego State University (CLAS). The project seeks to advance the knowledge of K-14 teachers in both Southern California and Michigan on several key issues that confront the US to include global migration, establishment of new communities by refugees and migrants, the challenges and opportunities of creating educational opportunities for diverse groups, and the opportunities for developing global awareness for US students. The location of the project in San Diego and at the San Ysidro/Tijuana border is unrivaled in its diversity, which serves as not only the gateway to Latin America but also a global metropolis that is home to populations from across the globe who have sought refuge, asylum, or simply new opportunities. In addition to the location, the project management team to include the Center directors of both institutions and Alana Rodriguez from UM and Dr. David Wysocki from SDSU, along with faculty collaborations from both institutions, has demonstrated expertise that assures the success of the project. Unlike most other workshop experiences for teachers, this project is experiential and provides immediate international immersion followed by a return to the US to debrief and document their experiences, a format that CLAS utilizes successfully in several courses for both undergraduates and graduate students. The impact of the experiences for our students has been immense, allowing us to expand from two courses to five courses per semester along with developing two student exchange programs with UABC and COLEF. The potential for immediate and sustainable impact on local teachers is equally remarkable and their curricular modifications will be shared widely, which assures a measurable investment on the part of the Department of Education.

In addition to the outstanding Latin American faculty at both institutions, the collaboration draws on the renowned College of Education at San Diego State University and in particular, faculty from the Department of Dual Language and English Learner Education (DLE). Dr. Cristina Alfaro, chair of the DLE department, will serve as the direct consultant and collaborator in year 1 to assess the needs and develop appropriate curriculum for the workshops that will take place in years 3 and 4 of the grant. Dr. Alfaro will work with us to engage teachers in Tijuana from the *Secretaría de Educación Pública* (SEP) who have themselves collaborated with the College of Education to develop teacher training and curriculum to address the educational needs of families who have returned to Mexico alongside the growth of populations from around the world. The issues that confront our K-14 teachers relative to increasing diversity and language



differences are also significant for our educators in Tijuana. Sharing these experiences and strategies through this program will greatly benefit our teachers in the US.

Regional expertise will be provided by our faculty from the Center for Latin American Studies at SDSU and will incorporate the many resources from our collaborators at the Universidad Autónoma de Baja California Sur (UABC), the Colégio de la Frontera Norte (COLEF), and Centro de Enseñanza Técnica y Superior (CETYS). SDSU faculty are deeply integrated into the research on the border region and have been instrumental in documenting the population transitions, incorporation, struggles, and responses at all levels and by both countries. In addition, our faculty provide substantial outreach to K-14 teachers on the border region, making the incorporation of this project into our programming seamless.

The faculty and staff at the Center for Latin American Studies offer complete support for this project and look forward to the opportunities to further develop our outreach programming and impact on educators across the US.

Sincerely,

Ramona L. Perez, Ph.D.
Professor, Anthropology
Director, Center for Latin American Studies



US Department of Postsecondary Education
NRC/FLAS Review Board

Dear Reviewers,

I write to support the project *Global Migration in a Border City: Reproducing Asia, Africa, the Middle East, and Latin America in Tijuana, Mexico* between the Center for Latin American and Caribbean Studies at the University of Michigan (LACS) and the Center for Latin American Studies at San Diego State University (CLAS). As Chair and Professor in the College of Education at San Diego State University in the Department of Dual Language and English Learner Education (DLE). I will serve as the direct consultant and collaborator in year 1 and 2 to assess the needs and develop appropriate curriculum for the workshops that will take place in years 3 and 4 of the grant. I along with my colleagues from DLE will work with the LACS and CLAS teams to engage teachers in Tijuana from the *Secretaría de Educación Pública* (SEP) in this project. Our department has a long-standing relationship with SEP; currently we are collaborating on the development of a Bilingual and Binational teacher education curriculum to address the educational needs of families who have returned to Mexico alongside the growth of populations from around the world.

The United States and Mexico share hundreds of thousands of students whose educational needs remain invisible. The reasons their needs remain unmet are many and vary to some degree on each side of the border, nevertheless what has been consistent is the dearth of efficaciously prepared teachers on both sides of the border. Binational students need teachers who can recognize their unique assets, know students' life trajectories, communicate meaningfully, and who can address their academic challenges. This unique group of students represents a coming together of two cultures across two borders. These students typically receive part of their

education in Mexico and part in the United States, with California being the principal destination within the United States.

This is a generation of Binational citizens that must be recognized, valued, and honored as such. It is critical that we establish a sharpened concentration on bilingual-binational teacher preparation between Mexico/US with the specialized and distinctive purpose of addressing the challenges and making the most of the assets of the *students we share*.

The issues that confront our K-14 teachers relative to increasing diversity and language differences are also significant for our educators in Tijuana. Sharing these experiences and strategies through this program will greatly benefit our teachers in the US.

The faculty and staff in the Dual Language and English Learner Department in the College of Education offer complete support for this project and look forward to the opportunities to further develop our outreach programming and impact on educators across the US.

Sincerely,



Cristina Alfaro

Professor and Chair

Dual Language and English Learner Department

College of Education

Elizabeth Birr Moje • Dean, George Herbert Mead Collegiate Professor, and Arthur F. Thurnau Professor

June 1, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

To Whom It May Concern,

I enthusiastically endorse the application of the Center for Latin American and Caribbean Studies (LACS) for Title VI funding. Since 2009, the School of Education has collaborated with LACS and other National Resource Centers in the World History and Literature Initiative (WHaLI). We are excited to continue this collaboration into the 2018-2022 grant period.

During the past 10 years over 500 teachers have improved their World History pedagogy and knowledge through WHaLI workshops. During the last 4 years, 90% of WHaLI participants have confirmed that they brought lessons learned from WHaLI to their classrooms, colleagues, and home institutions. The School of Education and its faculty are committed to playing an important role in leading, implementing, and supporting WHaLI initiatives that benefit our students, alumni, and area teachers.

WHaLI is a fundamental element of the School of Education's larger outreach efforts to teachers in the region and we will continue to provide resources and support for this valuable programming initiative. We are particularly excited by the proposed increased inclusion of pre-service teachers in future programming. We look forward to continuing to provide support for WHaLI as it expands the reach of its programming in the coming years.

Sincerely,



Elizabeth Birr Moje
Dean, George Herbert Mead Collegiate Professor of Education, and Arthur F. Thurnau Professor
School of Education
University of Michigan



June 7, 2018

Dr. Pauline Jones
Director, International Institute
University of Michigan
500 Church Street, Suite 300
Ann Arbor, MI 48109

Dear doctor Jones:

The Universidad de Puerto Rico, Río Piedras Campus presents this letter in support of the Title VI Application from the Center for Latin American and Caribbean Studies and other supporting area studies centers from the International Institute at the University of Michigan, Ann Arbor. Since the year 2014, both institutions have collaborated in curriculum development projects with the help of Title VI funding. This project have broaden the research interests and possibilities for our graduate students and professors, and opened new areas of studies for our entire academic community.

For the past four years, we have had the privilege of hosting an annual symposium in which graduate students and professors from both universities have presented innovative research projects. These symposiums have been great opportunities for our students and professors to make important intellectual connections with students and professors from Michigan working on similar research projects in other parts of the world. This has led to interesting exchanges of knowledge's that have enriched our university and our graduate student's academic experiences.

For these symposiums, we have also had the chance to invite school teachers from around Puerto Rico to our university to participate, not only as part of the audience, but also as part of the panels. An important part of our symposiums has been to be able to connect the interesting research projects of our graduate students and professors, and our colleagues from Michigan, with the interests of teachers and their curriculums. Teachers from across the island have benefited from these projects and have been include the presentations they attend in their discussions with their students. Teachers have also served as moderators and commentators of panels in these symposiums.

We have also been able to expand our academic offers through our relationship with the University of Michigan. As part of these initiatives, a number of our professors have been able to visit the library collections in Ann Arbor in order to create new area studies courses, especially about Latin America and the Caribbean. In the last four years, this effort has led to the creation of almost a dozen new courses in the departments of Anthropology and Sociology, Political Science, Geography, and English. All of these new courses are now an integral part of how professors are reshaping many areas of knowledge in our university and giving new academic opportunities to our students.

UNIVERSIDAD DE PUERTO RICO
Recinto de Río Piedras
Rectoría

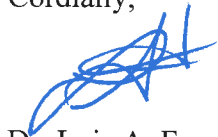
PO Box 23305
San Juan, PR 00931-3305
Tels. 787-763-3930
787-764-0000, Exts. 83000
Fax 787-764-8799

PR/Award # P015A180106 Patrono con Igualdad de Oportunidades en el Empleo M/M/V/I

Through this relationship, we have also been able to expand our library and archival collections at the Universidad de Puerto Rico. With these Title VI fund we have been able to work with the Center for Latin American and Caribbean Studies and the Center for Middle Eastern and North African Studies at the University of Michigan in expanding the collections at the Biblioteca General José M. Lázaro and the Centro de Investigaciones Históricas. This has been especially important in expanding the research areas and topics that our graduate students are now able to work on.

After a difficult year, in which we have battled against two hurricanes, these projects have been even more important for many of our graduate students and professors. Our university has benefitted immensely from our relationship with the University of Michigan, and we hope that we can continue to work together on these projects. We are not only hopeful, but also eager to do our best so that both institutions can expand this relationship and successfully continue to work on these initiatives.

Cordially,



Dr. Luis A. Ferrao Delgado
Acting Chancellor

APPENDIX 2A: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Afroamerican & African Studies, LSA											
AAS 111	Introduction to Africa and Its Diaspora Content: LAC history, society and culture; taught by LACS specialist	Zaborowska Gunning Askew Arenas	75	4	FA WN SS	201	0	190	0	X	X
AAS 201	Introduction to Afro- American Studies Content: LAC history, society and culture; taught by LACS specialist	Thompson Elkins Ward	25	3	FA SS	45	2	28	0	X	X
AAS 202 ENGLISH 290	Introduction to Afro- Caribbean Studies	Khan	100	3	FA WN	25	0	18	0		X
AAS 267 AMCULT 267 HISTORY 267	Religion in the Making of African America Content: LAC history, society and culture	Hughes	25	3	FA	30	0	21	0		X
AAS 384 AMCULT 406 ENGLISH 384	Caribbean Literature	Khan	100	3	FA WN	5	0	6	0		X
AAS 384 AMCULT 376 ENGLISH 384	Caribbean Literature: Caribbean Women Writers	Nair	100	3	FA	6	0	24	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Afroamerican & African Studies, LSA <i>(continued)</i>											
AAS 421 HISTORY 421 LACS 421 RELIGION 421	Religions of the African Diaspora Content: LAC history, society and culture; taught by LACS specialist	Johnson	75	3	WN	0	0	8	1		
AAS 432ENVIRON 462	Violent Environments: Oil, Development and the Discourse of Power Content: LAC cases	Adunbi	25	3	WN	37	0	20	0		X
AAS 439 LING 449 LING 792	Creole Languages and Caribbean Identities Content: LAC cases	Baptista	60	2-3	FA	3	7	0	0		X
AAS 444 ANTHRCUL 414	Introduction to Caribbean Societies and Cultures, I	Owusu	100	3	FA	45	0	50	0		X
AAS 458 HISTORY 474 HISTORY 594 LACS 455	Issues in Black World Studies: From Colonial Saint- Domingue to Independent Haiti, History and Culture of an Exceptional Colonial and Post-Colonial Territory	Hebrard	100	3	FA	16	0	0	0		
AAS 458	Issues in Black World Studies: Black Culture and Politics in Brazil	Gillam	100	3	WN	16	2	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Afroamerican & African Studies, LSA <i>(continued)</i>											
AAS 458 NTLSTD 401 POLSCI 497	Issues in Black World Studies: Business and Politics in Developing Countries Content: LACS cases	Pitcher	25	3	WN	21	0	0	0		
AAS 458	Issues in Black World Studies: Black Atlantic Classicisms Content: Afro-Caribbean cases	Morse	25	3	WN	6	0	0	0		
AAS 558	Seminar in Black World Studies: Animal Studies and Black Studies Content: Afro-Caribbean cases; taught by LACS specialist	Boisseron	50	3	FA	0	0	0	0		X
AAS 601	Interdisciplinary Approaches to African American and Diasporan Studies Content: LACS cases; taught by LACS specialist	Gunning	30	3	WN	0	3	0	3		X
American Culture, LSA											
AMCULT 103LATINOAM 103	First Year Seminar in American Studies: Latino/a Art and Aesthetics Content: LAC cases; taught by LACS specialist	Calvo-Quirós	50	3	WN	16	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
American Culture, LSA <i>(continued)</i>											
AMCULT 204 HONORS 241	Themes in American Culture: Fall and Rise of American Empire Content: LAC cases; taught by LACS specialist	Gunning	25	4	FA	0	0	35	0		
AMCULT 213 LATINOAM 213	Introduction to Latina/o Studies Content: LAC cases; taught by LACS specialists	La Fountain-Stokes Mora	50	3	FA	32	0	36	0		X
AMCULT 233 WOMENSTD 233	Genes and Society: Comparative and International Perspectives Content: LAC cases	Eickmeyer	25	3	WN	39	0	0	0		
AMCULT 243 LATINOAM 243 WOMENSTD 243	Latina Women in the U.S. Content: LAC cases; taught by LACS specialist	Calvo-Quirós	50	3	WN	0	0	35	0		
AMCULT 313 ANTHRCUL 314 LATINOAM 313	Cuba and its Diaspora: Issues in Race & Ethnicity	Behar	100	3	FA	17	0	20	0		X
AMCULT 381 LATINOAM 381 SAC 381	Latinas/Latinos and the Media Content: LAC cases; taught by LACS specialist	Gunckel	50	3	WN	33	0	34	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
American Culture, LSA <i>(continued)</i>											
AMCULT 385 HISTORY 335 ISLAM 335 LATINOAM 385	Immigration Law: Critical Approaches to Contemporary Issues Content: LAC cases; taught by LACS specialist	Hoffnung-Garskof	33	4	WN	0	0	54	0		
AMCULT 405 LATINOAM 405	Topics in American Culture - Excavating Detroit's Latino History Content: LAC cases	Cotera	25	3	WN	0	0	17	1		
AMCULT 498	Capstone Seminar in American Culture: The Rise & Fall of the American Empire Content: LAC cases; taught by LACS specialist	Gunning	33	3	FA	13	0	0	0		
AMCULT 601ENGLISH 540	Topics in American Studies: Empire, Environment, Decolonization Content: LAC cases	Najita	25	3	WN	0	10	0	0		
AMCULT 601 LATINOAM 601 SPANISH 821 WOMENSTD 801	Topics in American Studies: Culture, Gender, and Sexuality: Trans Latinx American Drag Content: LAC cases; taught by LACS specialist	La Fontaine- Stokes	100	3	WN	0	0	0	7		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
American Culture, LSA <i>(continued)</i>											
AMCULT 618 LATINOAM 618	Interdisciplinary Approaches to Latino/a Studies Content: LAC cases; taught by LACS specialist	Calvo-Quirós	50	3	WN	0	5	3	2		X
AMCULT 990	Dissertation- PreCandidate Content: independent study on LAC topic supervised by LACS faculty	Mora	100	1	FA	0	1	0	0		X
AMCULT 995	Dissertation- PreCandidate Content: Independent study supervised by LACS faculty	Mora	100	8	FA WN	0	1	0	2		X
Cultural Anthropology & Archaeology, LSA											
ANTHRARC 284	Aztec, Maya, & Inca Civilizations	Marcus Flannery	100	4	WN	158	0	154	0		X
ANTHRCUL 222	The Comparative Study of Cultures Content: LAC cases; alternately taught by LACS specialist	Frye Askew	25	4	FA	35	0	50	0		X
ANTHRCUL 226 HISTORY 229	Introduction to Historical Anthropology Content: LAC cases; alternately taught by LACS specialist	Frye Dua	33	3	WN	2	0	5	0		X
ANTHRCUL 272 LING 272	Language in Society Content: LAC cases	Lempert	25	4	WN	56	0	61	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Cultural Anthropology & Archaeology, LSA <i>(continued)</i>											
ANTHRCUL 315	Native American Peoples of North America Content: LAC cases	Meek	25	4	FA	0	0	10	0		X
ANTHRCUL 319	Latin American Society and Culture - Issues in Race & Ethnicity	Frye	100	3	FA	24	0	26	0		X
ANTHRCUL 320	Mexico: Culture and Society	Frye	100	3	WN	22	0	24	0		X
ANTHRCUL 325, WOMENSTD 324	Childbirth & Culture Content: LAC cases	Florusbosch Renne	25	4	FA	138	0	137	0		X
ANTHRCUL 328	Globalizing Consumer Cultures Content: LAC cases	Fehervary	25	3	FA	25	0	0	0		X
ANTHRCUL 329, INTLSTD 385	Encounters: Cultural Difference in the Modern World Content: LAC cases; taught by LACS specialist	Kirsch	25	4	WN	0	0	35	0		X
ANTHRCUL 332	Exchange, Commodities, and Money Content: LAC cases	Keane	25	4	WN	45	0	0	0		
ANTHRCUL 333	Non-Western Legal Systems I Content: LAC cases; taught by LACS specialist	Owusu	25	3	FA	26	0	36	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Cultural Anthropology & Archaeology, LSA <i>(continued)</i>											
ANTHRCUL 337	Death, Dying, and the Afterlife Content: LAC cases	Mueggler	25	4	WN	42	0	0	0		
ANTHRCUL 341 INTLSTD 387	The Globalization of Biomedicine Content: LAC cases	Stonington	25	4	FA	0	0	0	0		X
ANTHRCUL 349	Indigenous Political Movement Content: LAC cases; taught by LACS specialist	Kirsch	25	3	FA	0	0	12	0		X
ANTHRCUL 357	Seminar in Sociocultural Anthropology: Confronting Inequality Content: LAC cases; taught by LACS specialist	Frye	50	3	WN	0	0	9	0		X
ANTHRCUL 415	Andean Civilization	Mannheim	100	3	WN	2	2	0	0		X
ANTHRCUL 439	Economic Anthropology & Development Content: LAC cases; taught by LACS specialist	Owusu	25	3	WN	55	0	49	0		X
ANTHRCUL 450	Anthropologies of Insurgency: Bandits, Rebels and Freedom Fighters Content: LAC cases	McGovern	25	3	FA	0	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Cultural Anthropology & Archaeology, LSA <i>(continued)</i>											
ANTHRCUL 458	Topics in Sociocultural and Linguistic Anthropology: Ethnography Lab: The Drug War, NAFTA and Environmental Health in Mexico City	Roberts	100	3	FA	7	0	9	0		X
ANTHRCUL 458 COMM 405	Topics in Sociocultural and Linguistic Anthropology: Religion, Media and Politics Content: LAC cases	Moll	25	3	FA	11	1	0	0		X
ANTHRCUL 458	Topics in Sociocultural and Linguistic Anthropology: Cultures of Piracy Content: LAC cases	Dua	25	3	FA	0	0	16	0		X
ANTHRCUL 458	Topics in Sociocultural and Linguistic Anthropology: Mexican Exposures: Environmental Health and Inequity in Mexico City	Roberts	100	3	FA	0	0	0	0		X
ANTHRCUL 473 LING 473	Ethnopoetics: Cross-Cultural Approaches to Verbal Art Content: Southern Peruvian Quechua oral texts	Mannheim	100	3	FA	4	1	3	1		X
ANTHRCUL 541	Environmental Anthropology Content: LAC cases; taught by LACS specialist	Kirsch	25	3	WN	0	0	0	9		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Cultural Anthropology & Archaeology, LSA <i>(continued)</i>											
ANTHRCUL 750	Current Developments in Anthropological Theory: Articulating 'Blackness' as a Universal Claim: Holocaust Heritage, European Enlightenment, and Noncitizen Futures Content: LAC cases	Patridge	30	1	WN	0	0	0	6		X
ANTHRCUL 959	Survey of Literature Content: Independent study supervised by LACS faculty	Mannheim, Kirsch	100	1-4	FA	0	2	0	1		X
ANTHRCUL 990	Dissertation/Precandidate Content: Independent study supervised by LACS faculty	Roberts, Kirsch	100	1-8	WN	0	2	0	1		X
ANTHRCUL 995	Dissertation/Candidate Content: Independent study supervised by LACS faculty	De Leon, Mannheim, Kirsch, Roberts	100	8	FA WN SS	0	16	0	13		X
College Honors, LSA											
HONORS 135	Ideas in Honors: From Hemingway to Kim K.: The Past, Present, and Future of American Tourism in Cuba	McDivitt	100	1	FA	0	0	11	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
College Honors, LSA <i>(continued)</i>											
HONORS 231 ENGLISH 231	Honors Core in Humanities: The West Since 1492 Content: LAC cases; taught by LACS specialist	Parrish	33	4	WN	22	0	0	0		
Comparative Literature, LSA											
COMPLIT 122	Writing World Literatures: Literature and Resistance in the Americas Content: LAC cases	Aguayo	50	4	WN	16	0	0	0		
COMPLIT 122	Writing World Literatures: Writing from the Margins: Gender, Race, Class, Sexuality, and Disability Content: LAC cases	Acikgoz	25	4	FA	0	0	15	0		
COMPLIT 498	Directed Reading Content: Independent study with LACS faculty	Arenas	100	1	WN	0	0	0	1		X
COMPLIT 750	Seminar: Topics in Comparative Literature: New Thinkers of the Global South Content: LAC cases; taught by LACS specialist	Ekotto	33	3	FA	0	0	11	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Economics, LSA											
ECON 461	The Economics of Development I Content: LAC cases	Bleakley	25	4	FA WN	53	0	26	3		X
ECON 495	Seminar in Economics: Current Topics in Development Economics Content: LAC cases	Cai	25	3	FA	5	3	0	0		
ECON 663 HISTORY 662	Topics in World Economic History I Content: LAC cases	Bleakley, Rhode	25	3	FA	0	0	0	0		X
ECON 665	Economic Development of Underdeveloped Countries I Content: LAC cases; taught by LACS specialist	Yang, Bleakley	25	3	FA	0	5	0	8		X
ECON 666	Economic Development of Underdeveloped Countries II Content: LAC cases	Bleakley, Heller	25	3	WN	0	5	0	9		X
English Language Institute, LSA											
ELI 395 AMCULT 361 LATINOAM 361 RCSSCI 395 LING 391 EDUC 395	Principles and Practices of ESL teaching in Migrant Communities Content: LAC cases	Des Jardins Rodriguez	75	3	WN SS	17	0	13	0	X	X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
English Language Institute, LSA <i>(continued)</i>											
ELI 396AMCULT 362LATINOAM 362RCSSCI 396LING 396EDUC 396	Migrant Community Outreach and ESL Teaching Practicum Content: LAC cases	Des JardinsRodriguez	75	3	SS	0	0	0	0	X	X
English Language & Literature, LSA											
ENGLISH 124	Academic Writing and Literature: Contemporary Latin American and Latinx Fiction	Balibrera	100	4	FA WN	34	0	0	0		
ENGLISH 230	Introduction to Short Story and Novel: Narratives of Immigration Content: LAC cases	Fox	25	3	WN	0	0	13	0		X
ENGLISH 290	Themes in Language and Literature: Black Britain: Britain After Empire Content: Caribbean cases	Lahiri	25	3	WN	0	0	8	0		
ENGLISH 298	Introduction to Literary Studies: America in the World Content: LAC cases	Bakara	33	3	FA	0	0	19	0		X
ENGLISH 317	Literature and Culture: Immigration Eras, Then and Now Content: LAC cases	Wall	33	3	SS	9	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
English Language & Literature, LSA <i>(continued)</i>											
ENGLISH 352	Literature in English, 1830-present: What is Empire? Content: LAC cases	Hartley	25	4	FA	36	0	26	0		X
ENGLISH 373	Literature of the Americas Content: LAC cases	Nair	75	3	WN	0	0	13	0		
ENGLISH 407	Topics in English Language & Literature: The Global Novel and Global Crime Content: LAC cases	Lahiri	25	3	FA	0	0	0	0		X
ENGLISH 470 ENGLISH 551	Colonial and Revolutionary American Literature: Travels & Travails in New Worlds Content: LAC cases; taught by LACS specialist	Parrish, Larson	33	3	FA	24	0	16	1		X
ENGLISH 499	Directed Study Content: Independent study with LACS faculty	Nair	100	1	FA	6	0	0	0		X
ENGLISH 822	Critical Theory: Postcolonial Literature and Postsymptomatic Reading Content: LAC cases	Lahiri	33	3	WN	0	0	0	11		
Program in the Environment, LSA											
ENVIRON 305 EAS 639	Food Literacy for All Content: Cuba cases	Badgley	25	2	WN	0	0	87	35		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
French, LSA											
FRENCH 270	French and Francophone Literature & Culture: Black France Content: Caribbean cases; taught by LAC specialist	Joseph-Gabriel	33	3	FA WN	0	0	32	1		X
FRENCH 350	Special Topics in French and Francophone Studies: Mapping the French Atlantic Content: Caribbean cases; taught by LAC specialist	Joseph-Gabriel	50	3	FA	0	0	0	0		X
FRENCH 363	Caribbean Studies: Flight Content: Caribbean Slavery; taught by LAC specialist	Joseph-Gabriel	100	3	FA	0	0	12	0		X
FRENCH 678	Black Internationalism Content: LAC cases; taught by LAC specialist	Joseph-Gabriel	50	3	FA	0	0	0	0		X
Geography, LSA											
GEOG 145 INTLSTD 101	Introduction to International Studies Content: LAC cases	Uehling, Marcum	25	3	FA WN SS	551	0	375	0	X	X
History, LSA											
HISTORY 105	Introduction to Religion: From Rastafari to the Sun Dance Content: LAC cases; taught by LACS specialist	Johnson	50	4	FA	0	0	71	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
History, LSA <i>(continued)</i>											
HISTORY 195	The Writing of History: Writing Power and Inquisition: Politics and Papers in the Medieval and Early Modern World Content: LAC cases	Israeli	25	4	FA	17	0	0	0		
HISTORY 197	Journeys and Stories Content: LAC cases; taught by LACS specialist	Mills	25	3	FA	0	0	16	0		
HISTORY 232	Interdisciplinary Topics in History: Histories of Global Health Content: LAC cases	Ko	25	4	FA	0	0	0	0		X
HISTORY 233	History of Sexually Transmitted Diseases from Syphilis to AIDS Content: LAC cases	Kazanjian	25	4	WN	48	0	43	0		X
HISTORY 239	The World Before 1492 Content: LAC cases	Sinha Cipa	25	4	FA	36	0	0	0		X
HISTORY 240	The World Since 1492 Content: LAC cases	Sinha	25	4	FA	0	0	50	0	X	X
HISTORY 328 HISTART 394 ROMLANG 250	Humanities Topics in History: Across Oceans, Lands, and Peoples: A Cultural History of the Early Modern Iberian World Content: LAC cases; taught by LACS specialist	Mills	33	3	WN	0	0	4	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
History, LSA <i>(continued)</i>											
HISTORY 328 AMCULT 311	Humanities Topics in History: The United States and Mexico: A Two Hundred Year History	Hunt	100	3	WN	0	0	15	0		
HISTORY 328	Humanities Topics in History: Colonial Capitalism and U.S. Empire Content: LAC cases	Lumba	25	3	WN	0	0	12	0		
HISTORY 347ANTHCUL 346INTLSTD 389HISTORY 557	Latin America: The Colonial Period	Scott, Mills	100	4	FA	52	3	50	5		X
HISTORY 348 HISTORY 558 INTLSTD 385	Latin America: The National Period	Alberto, Caulfield	100	4	WN	46	3	27	2		X
HISTORY 349 LACS 349	Revolutionary Movements in Modern Latin America	Langland	100	4	WN	37	0	34	0		X
HISTORY 363	The U.S. & the World Since 1945: Politics, Culture, & War in the American Century Content: LAC cases	Lumba	25	4	FA	28	0	0	0		
HISTORY 376	Epidemics: Plagues and Cultures from the Black Death to the Present Content: LAC cases	Pernick	25	4	WN	53	0	38	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
History, LSA <i>(continued)</i>											
HISTORY 407 HISTORY 594 INTLSTD 401	Advanced Study in Comparative & Transnational History: Slavery in the Atlantic World Content: LAC cases; taught by LACS specialist	Spooner	33	3	FA WN	15	0	9	0		X
HISTORY 407 INTLSTD 401	Advanced Study in Comparative and Transnational History: Global Cultural Encounters Since 1800 Content: LAC cases	Thurman	25	3	WN	14	0	0	0		
HISTORY 407 INTLSTD 401 RCSSCI 461	Advanced Study in Comparative and Transnational History: The History of Inter-American Human Rights Law Collaboratively taught with Federal University of Minas Gerais Law School via video- conferencing	Caulfield	100	3	FA	0	0	18	0		X
HISTORY 407INTLSTD 401RCSSCI 461WOMENSTD 435	Advanced Study in Comparative and Transnational History: Gender, Sexuality and International Human Rights Law Content: LAC cases; taught by LACS specialist	Caulfield	50	3	WN	0	0	19	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
History, LSA <i>(continued)</i>											
HISTORY 473 AAS 473 LACS 483	Brazil: History and Culture	Hebrard Johnson	100	3	FA WN	16	3	12	1		X
HISTORY 478 HISTORY 594	Topics in Latin American History: Immigration Law Research Clinic Content: LAC cases; taught by LACS specialist	Hoffnung- Garskof	50		FA	0	3	0	0		X
HISTORY 487 HISTORY 594	Conversions and Christianities in the Early Modern World and Beyond Content: LAC cases; taught by LACS specialist	Mills	50	3	WN	1	6	2	3		X
HISTORY 496	History Colloquium: The World of the Ship Content: LAC cases	Hancock	25	4	FA	14	0	0	0		
HISTORY 499	Senior Honors Colloquium Independent study with LACS faculty	TBD	100	1-6	FA WN	0	0	0	0		X
HISTORY 547 EDUC 647	History of Mexican American Education Content: Mexico cases	Garcia	33	3	FA WN	1	16	0	0		
HISTORY 557	Latin America: The Colonial Period	Scott	100	3	FA	0	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
History, LSA <i>(continued)</i>											
HISTORY 558	Latin America: The Modern Period	Alberto	100	3	FA	0	0	0	0		X
HISTORY 680	Studies in Colonial America Content: LAC cases	Juster	33	3	FA	1	6	0	0		
HISTORY 680	Studies in Colonial America: Atlantic World Content: LAC cases	Hancock	50	3	FA	0	0	0	0		X
HISTORY 688	Studies in Twentieth-Century American History: The United States and the World Content: LAC cases	Lassiter	33	3	FA	0	11	0	0		
HISTORY 691 AMCULT 699	Studies in Latin American and Caribbean History: Transnational and Hemispheric Approaches	Hoffnung-Garskof	100	3	FA	0	0	0	13		
HISTORY 700	Independent Research Seminar Content: Independent study supervised by LACS faculty	Hoffnung-Garskof	100	1-3	WN	0	0	0	1		X
HISTORY 801	Reading Course Content: Independent study with LACS faculty	Mora, Johnson	100	1-3	FA	0	0	0	3		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
History, LSA <i>(continued)</i>											
HISTORY 803	Reading Course for the General Exam Content: Independent study with LACS faculty	Mills, Alberto, Johnson	100	1-3	FA	0	3	0	1		X
HISTORY 804	Reading Course for the General Exam Content: Independent study with LACS faculty	Mills, Alberto, Mora, Johnson, Hoffnung-Garskof	100	1-3	WN	0	4	0	1		X
HISTORY 900	Preparation for Preliminary Examination Content: Independent study with LACS faculty	Hoffnung-Garskof, Mills	100	1-3	FA WN	0	2	0	2		X
HISTORY 995	Dissertation/Candidate Content: Independent study with LACS faculty	Johnson, Scott R., Alberto, Stern, Hoffnung-Garskof	100	8	FA WN	0	12	0	13		X
History of Art, LSA											
HISTART 393 ARCH 409	Undergraduate Seminar: Contested Spaces: Art, Architecture, and Politics in the Americas Content: LAC cases; taught by LACS specialist	Leon	50	3	FA	9	0	0	0		
HISTART 393 ARCH 409	Urban Fragments: The Americas Content: LAC cases; taught by LACS specialist	Leon	75	3	FA	0	0	15	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
History of Art, LSA <i>(continued)</i>											
HISTART 393	Undergraduate Seminar: Art and Architecture of Colonial Latin America: Conquest to Independence	Gomez	100	3	SS	4	0	0	0		
HISTART 394	Special Topics: Global Politics in Contemporary Art Content: Brazil cases	Kee	33	3	WN	15	0	0	0		X
HISTART 689	Special Topics in the History of Art: Art, Nation, and Identity in the Americas Content: LAC cases; co-taught by LACS specialist	Zurier Leon	90	3	WN	0	6	0	0		
Institute for the Humanities, LSA											
INSTHUM 411 ARTDES 400 SI 311	Topics in Interdisciplinary Studies: Border Crossers Content: US-Mexico Border	MacMurtrie	33	3	WN	0	0	13	1		
Program in International & Comparative Studies, LSA											
INTLSTD 301	Topics in International Studies: Theory and Practice of Human Rights Content: LAC cases	Tanielian	25	3	FA WN	150	0	122	0		X
INTLSTD 385 LACS 321	*International and/or Comparative Topics in the Social Sciences: Indigenous Communities vs. Globalization in South America	Tsai	100	3	WN SS	35	0	34	0	X	X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Program in International & Comparative Studies, LSA <i>(continued)</i>											
INTLSTD 385	*International and/or Comparative Topics in the Social Sciences - Indigenous Communities vs. Globalization in South America Course taught in Peru via CGIS	Tsai	100	2	WN	0	0	14	0		X
INTLSTD 491	Directed Studies Content: Independent study with LACS faculty	Roberts	25	3	WN	1	0	0	0		X
Latin American and Caribbean Studies, LSA											
LACS 321	*Social Science Topics in LACS: The Archaeology of Mexico and Peru: Inca, Aztec, and the Spanish Conquest	Tsai	100	3	SS	10	0	0	0	X	X
LACS 321 HISTORY 329	*Social Science Topics in LACS: Space and Identity in Latin American History	Hernandez	100	3	SS	11	0	0	0	X	X
LACS 321	*Social Science Topics in LACS: Latin American Politics and Culture: Fiction and Politics in Latin America	Oliva-Fiori	100	3	SS	9	0	0	0	X	X
LACS 321	*Social Science Topics in LACS: Reproductive Labor in Latin America	Andersson	100	3	SS	0	0	0	0	X	X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Latin American and Caribbean Studies, LSA <i>(continued)</i>											
LACS 399	Thesis-Writers' Seminar Content: independent study with LACS faculty	Tsai	100	3	WN	1	0	0	0		X
LACS 425	Field Study Content: LAC internships and service learning	Urena Valerio, Tsai, Rodriguez	100	3	FA WN	2	0	3	0		X
LACS 446LING 446LING 792	Comparative Linguistics Content: LACS cases	Baptista	50	3	WN	11	2	0	0		X
LACS 495	*Learning through Global Partnerships Experiential Learning Course in Ecuador	Rodriguez	100	3	FA	1	0	4	0		X
LACS 499	Reading and Research in Latin American and Caribbean Studies	Urena Valerio, Gillam	100	1-3	FA WN	4	1	0	0		
Latina/o Studies, LSA											
LATINOAM 204 THTREMUS 222	Themes in Latina/o Studies: Introduction to Global Theatre Content: LAC cases; taught by LACS specialist	Gonzalez	33	3	FA	11	0	0	0		
LATINOAM 204 THTREMUS 233 THTREMUS 605	Themes in Latina/o Studies: Modern Rituals/Traditional Practices Content: LAC cases; taught by LACS specialist	Gonzalez	33	3	FA	5	1	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Latina/o Studies, LSA <i>(continued)</i>											
LATINOAM 388	Field Study Content: LAC internships and service learning	Cotera	100	1-4	WN	1	0	0	0		
LATINOAM 389	Reading Course in Latina/o Studies Content: Independent study with LACS faculty	TBD	100	1-4	FA WN	0	0	0	0		X
LATINOAM 440 SPANISH 440	Literature and Culture of the Borderlands Content: LAC cases; taught by LACS specialist	La Fountain-Stokes	50	3	FA	0	0	15	0		
Linguistics, LSA											
LING 995	Dissertation-Candidate Content: Independent study with LACS faculty	Pires	100	8	FA WN	0	2	0	4		X
Political Science, LSA											
POLSCI 140	Introduction to Comparative Politics Content: LAC cases	Inglehard, Gallagher, Gamza, Markovits, Davis	25	4	FA WN SS	295	0	348	0	X	X
POLSCI 160	Introduction to World Politics Content: LAC cases	Morrow, Koremenos, Worthington, Lehmann	25	4	FA WN SS	488	0	384	0	X	X
POLSCI 369	Politics of International Economic Relations Content: LAC cases	Osgood, Kerner, Joshi	25	4	FA WN	183	0	168	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Political Science, LSA <i>(continued)</i>											
GERMAN 379 POLSCI 386 SOC 379	Sports, Politics, and Society Content: Argentina and Brazil cases	Markovits	25	3	FA SS	183	0	138	0	X	X
POLSCI 389 LATINOAM 310	Topics in Contemporary Political Science: The Politics of Latinidad Content: LAC cases	Ostfeld	50	3	FA	26	0	0	0		
POLSCI 389 INTLSTD 385	Topics in Contemporary Political Science: International Law and Human Rights Content: LAC cases	Winkler	25	3	WN	0	0	74	0		
POLSCI 489	Advanced Topics in Contemporary Political Science: Authoritarianism and State Repression Content: LAC cases	Lachapelle	25	3	FA	0	0	0	0		X
POLSCI 489 INTLSTD 486	Advanced Topics in Contemporary Political Science: Electoral Politics in the Developing World Content: LAC cases	Nathan	25	3	WN	0	0	42	0		X
POLSCI 497	Undergraduate Seminar in Comparative and Foreign Government: Electoral Politics in the Developing World Content: LAC cases	Nathan	25	3	WN	20	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Political Science, LSA <i>(continued)</i>											
POLSCI 497INTLSTD 401	Undergraduate Seminar in Comparative and Foreign Government: Experimental Approaches to the Political Economy of Development Content: LAC cases	Nathan	25	3	FA	0	0	25	0		
POLSCI 498 INTLSTD 401	Undergraduate Seminar in International Politics: Human Rights Content: LAC cases	Fariss	25	3	WN	23	0	31	0		X
POLSCI 688	Selected Topics in Political Science: Authoritarian Regimes Content: LAC cases	Hassan	25	3	FA	0	11	0	0		X
POLSCI 688	Selected Topics in Political Science: Comparative Political Behavior Content: LAC cases	Nathan	25	3	WN	0	9	0	6		X
Portuguese, LSA											
PORTUG 150	First Year Seminar in Brazilian Studies: Gender, Race and Power in Brazil	Langland	100	3	WN	2	0	0	0		
PORTUG 472	Cinema in the Portuguese- Speaking World Content: Brazil cases; taught by LACS specialist	Arenas	50	3	WN	0	0	5	2		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Portuguese, LSA <i>(continued)</i>											
PORTUG 650	Topics in Afro-Luso-Brazilian Studies: Lusophone Transatlantic Matrix	Arenas	100	3	WN	0	7	0	0		
Residential College Humanities, LSA											
RCHUMS 251	Topics in Music: Brazilian Popular Music: Race, Nation, Globalization	McNally	100	3	WN	10	0	0	0		
RCHUMS 258	Afro-Cuban Drumming and Styles	Gould	100	4	FA	10	0	12	0		X
RCHUMS 334 LATINOAM 311 THTREMUS 399	Special Topics in the Humanities: Latina/o Theatre for Social Change Content: LAC cases; taught by LACS specialist	Lucas	90	3	FA	20	0	16	0		X
RCHUMS 334 ARTSADMN 506 SW 513	Topics in the Humanities: Personal, Present & Immediate Content: LAC arts and film	Rosenthal	50	3	WN	0	0	13	0		
RCHUMS 390	Special Period and Place Drama: "Theatre for Dark Times:" Tyrants and Demagogues in World Theatre Content: LAC theater	Walsh	25	4	FA	0	0	10	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Residential College Language, LSA											
RCLANG 324	Readings in Spanish: Women, Words and Images, Literary and Visual Dialogues on Gender in Latin America Taught in Spanish	Lopez-Cotin	100	4	FA WN	26	0	13	0		X
RCLANG 324	Readings in Spanish: Indigenous Activism and Globalization Taught in Spanish	Espinoza-Pino	100	4	FA WN	27	0	8	0		
RCLANG 324	Readings in Spanish: Media, Terrorists and Freedom Fighters Content: LAC cases; Taught in Spanish	Espinoza-Pino	50	4	FA WN	13	0	29	0		X
RCLANG 324	Readings in Spanish: Bilingualism: Linguistic Competence vs. Linguistic Culture Content: LAC cases; Taught in Spanish	Rodriguez	25	4	WN	10	0	0	0		
RCLANG 324	Readings in Spanish: Politics and Resistance in Latin American Film Taught in Spanish	Galvan-Santibanez	100	4	WN	9	0	13	0		X
RCLANG 324	Readings in Spanish: Exploring Cultural Landscapes and the Self Content: LAC cases; Taught in Spanish	Lopez-Cotin	50	4	FA	0	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Residential College Language, LSA <i>(continued)</i>											
RCLANG 324	Reading in Spanish: Films for Social Change: Visualizing Social Justice Content: LAC cases; Taught in Spanish	Espinoza-Pino	50	4	FA	0	0	0	0		X
Screen Arts & Cultures, LSA											
SAC 380 LATINOAM 380 AMCULT 380	Studies in Transnational Media: Before "Betty" Was Ugly: Latin American and US-Spanish Language Television Content: LAC cases	Rivero	75	3	FA	23	0	0	0		
SAC 441	National Screens: Mexican Cinema	Gunckel	100	3	SS	12	0	0	0		
SAC 995	Dissertation-Candidate Content: Independent study with LACS faculty	Gunckel, Rivero	100	8	FA WN	0	4	0	4		X
Sociology, LSA											
SOC 204	International Migration and the Politics of Membership in a Globalizing World Content: Mexico border	Kim	33	3	WN	0	0	29	0		X
SOC 304 LATINOAM 304 AMCULT 304	American Immigration Content: LAC cases; taught by LACS specialist	Pedraza	33	4	FA	41	0	74	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Sociology, LSA (continued)											
SOC 404 LATINOAM 404 AMCULT 404	Latinas/os in the US: Social Problems and Social Issues Content: LAC cases; taught by LACS specialist	Pedraza	24	3	FA	0	0	0	0		X
SOC 422	Sociology of Latin America	Jansen	100	3	FA	0	0	0	0		X
SOC 504 LATINOAM 504 AMCULT 504	American Immigration: Sociological Perspectives Content: LAC cases; taught by LACS specialist	Pedraza	33	3	FA WN	1	9	1	4		
Spanish, LSA											
SPANISH 296	Special Topics in Hispanic Literatures and Cultures: Political Ecology in Latin and Latino/a America	Renda	100	3	FA	13	0	0	0		
SPANISH 296	Special Topics in Hispanic Literatures and Cultures: Prostitutes, Parents, and the Ghost of Pancho Villa: Thinking Gender and Nationhood in 20th and 21st Century Mexico	Herbert	100	3	WN	9	0	0	0		
SPANISH 296	Special Topics in Hispanic Literatures and Cultures: Literatura e imagen en revoluciones y guerras civiles de America Latina	Leal Ugalde	100	3	FA	0	0	16	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA <i>(continued)</i>											
SPANISH 315	Contemporary Issues in the Caribbean and South America: Narcotrafico en America Latina	Herrero-Olaizola	100	3	FA WN	35	0	17	0		X
SPANISH 332	Short Narrative in Latin America: Borges y sus mundos	Jenckes	100	3	FA WN	13	0	18	0		X
SPANISH 332	Short Narrative in Latin America: Politics and the Collective Content: LAC short stories	Sabau Fernandez	100	3	FA	15	0	0	0		
SPANISH 332	Short Narrative in Latin America: Magical Realism	Jenckes	100	3	WN	18	0	0	0		
SPANISH 335	Contemporary Spanish and Spanish-American Literature: 21st Century Latin American Literature	Dowd	100	3	WN	0	0	16	0		X
SPANISH 337	Poetry Workshop: The Poet in the City: Lorca in New York, Borges in Buenos Aires Content: Argentina case	Highfil	50	3	WN	16	0	0	0		
SPANISH 341	Introduction to Pre-Columbian / Colonial / Modern Latin-American Culture: Modern Latin America: Civilization and Barbarism	Sabau	100	3	WN	10	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA (continued)											
SPANISH 342	Introduction to Contemporary Latin American Culture: Limitless Literature	Beverinotti	100	3	WN	16	0	13	0		X
SPANISH 355	New World Spanish: Spanish in the US Content: Linguistic study of major varieties of Spanish spoken in US; taught by LACS specialist	Satterfield	90	3	FA	19	0	15	0		X
SPANISH 368	Literature and the Other Arts: Literature and Art of the Dictatorship and Post-dictatorship in Latin America	Levinson	100	3	WN	31	0	0	0		
SPANISH 368	Literature and Other Arts: Housewives, Hospitals, and Zapatista Rebellions: Thinking Social Reproduction in the 20th and 21st century Latin American Literature, Film, and Art	Herbert	100	3	SS	9	0	0	0		
SPANISH 369	Introduction to Film/Media Theory and Criticism: Latin America in Hollywood	Couret	100	3	WN	0	0	0	11		X
SPANISH 373	Topics in Hispanic Studies: Latin American Cityscapes	Tovar	100	3	WN	15	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA (continued)											
SPANISH 373	Topics in Hispanic Studies: Inquisitorial Narratives in the Hispanic World Content: LAC indigenous writers	Rodriguez	33	3	WN	8	0	0	0		
SPANISH 373	Topics in Hispanic Studies: Literature and Politics in 20th and 21st Century Latin America	Dowd	100	3	FA	0	0	18	0		X
SPANISH 373	Topics in Hispanic Studies: Constructing a Ghost Map: Literature, Film, and Art About Ghosts, Presences, and Apparitions in Colombian Territory	Bernal Benavides	100	3	FA	0	0	12	0		X
SPANISH 373	Topics in Hispanic Studies: Visualizing Landscapes of Extraction and Transit in Latin America	Bernal Benavides	100	3	FA	0	0	14	0		X
SPANISH 373	Topics in Hispanic Studies: Bilingualism in the Spanish- Speaking World Content: LAC cases; taught by LACS specialist	Satterfield	75	3	FA	0	0	16	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA (continued)											
SPANISH 373	Topics in Hispanic Studies: El genero documental en America Latina / The Latin American Documentary	Herrero-Olaizola	100	3	WN	0	0	15	0		
SANISH 373	Topics in Hispanic Studies: Latin American Female Writers	Bernal Benavides	100	3	WN	0	0	15	0		
SPANISH 381	Survey of Latin American Literature: Colonial Latin American Literature	Nemser	100	3	FA	0	0	14	0		X
SPANISH 381	Survey of Latin American Literature: New (World) Debates and the Ideology of Empire	Nemser	100	3	WN	0	0	16	0		X
SPANISH 382	Survey of 19-20th Century Latin American Literature	Williams	100	3	FA WN	24	0	0	0		
SPANISH 420 AMCULT 420 LATINOAM 420	Latin American & Latino/a Film Studies: Cine Latinoamericano: Desplazamientos y Movimientos Sociales	Herrero-Olaizola	100	3	FA	18	0	8	0		X
SPANISH 420AMCULT 420 LATINOAM 420	Latin American & Latino/a Film Studies: An/Other Latin American Cinema: Latin American Women's Cinema	Couret	100	3	FA	16	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA <i>(continued)</i>											
SPANISH 420 AMCULT 420 LATINOAM 420	Latin American & Latino/a Film Studies	Entrambasaguas	100	3	WN	0	0	50	1		
SPANISH 420 AMCULT 420 LATINOAM 420	Border Cultures/Culturas de Fronteras Content: LAC cinema on displacement	Russo	100	3	FA	0	0	0	0		X
SPANISH 421	Cinema from Spain and Latin America: From Democratic Transitions to Globalization Content: LAC cinema	Leal Ugalde	50	3	FA	0	0	0	0		X
SPANISH 423	Visual Cultures in the Hispanic World: Shooting Pictures; Photography in Latin America	Couret	100	3	FA	0	0	0	0		X
SPANISH 423	Visual Cultures in the Hispanic World: Our North is the South: Modern Latin American Art	Leon	100	3	WN	16	0	13	0		X
SPANISH 425	Latin American Theater: Liminal Stages: Theater and Politics in Latin America	Sabau	100	3	FA	0	0	15	0		
SPANISH 426	Film Genres in the Hispanic World: Double Exposures: Documentary and Non-Fiction Film in Latin America	Couret	100	3	FA WN	8	1	13	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA <i>(continued)</i>											
SPANISH 426	Film Genres in the Hispanic World: Afraid of the Dark: Latin American Horror Cinema	Couret	100	3	WN	0	0	14	0		
SPANISH 430 ARCH 503	Advanced Studies in Hispanic Culture and Society: Urban Fragments in the Americas Content: LAC cities in 20th century	Leon	90	3	FA	16	0	0	0		
SPANISH 430	Advanced Studies in Hispanic Culture and Society: Latin American Travelogues	Herrero	100	3	FA	0	0	0	0		X
SPANISH 430	Advanced Studies in Hispanic Culture and Society: The Construction of Gender in the Spanish-Speaking World Content: LAC cases	Russo	75		FA	0	0	0	0		X
SPANISH 430	Advanced Studies in Hispanic Culture and Society: The Changing Role of Literature and Culture in Latin America	Jenckes	100	3	FA WN	0	0	35	0		
SPANISH 430	Advanced Studies in Hispanic Culture and Society: The Idea of Latin America	Bernal Benavides	100	3	WN	0	0	9	0		
SPANISH 432	Gender, Sexuality, and Culture: Feminism Across Time in the Hispanic World Content: Feminism in LAC, Spain and US	Sabau	75	3	FA	16	0	18	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA (continued)											
SPANISH 432	Gender, Sexuality, and Culture: Women's Voices in Mexico's Culture Sphere	Tovar	100	3	FA WN	54	0	0	0		
SPANISH 435	Independent Study Content: Independent Study with LACS faculty	Henriksen, Garcia-Amaya, Nemser, Entrambasaguas	100	3	FA WN SS	4	0	7	0	X	X
SPANISH 437	Introduction to Literature Studies and Criticism: Scenes of Translation in Latin American Literature, Theory, and Film	Arnall	100	3	WN	13	0	16	0		X
SPANISH 438	Political and Economic Thought in Latin America/Spain Content: modern LAC	Sanjines	100	3	FA WN	23	0	16	0		X
SPANISH 438	Political and Economic Thought in Latin America/Spain: Political Thought in the Spanish Empire (1500-1700) Content: colonial LAC	Castro-Ibaseta	75	3	FA	9	0	15	0		X
SPANISH 439	Social Movements in Latin America: Marxism, Indigenism and Populism in Contemporary Latin American Politics	Villalobos Ruminott	100	3	FA	0	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA <i>(continued)</i>											
SPANISH 440	Literatures and Cultures of the Borderlands: The Politics of Language Content: Language in Latinx culture	La Fountain-Stokes	90	3	FA	0	0	0	0		X
SPANISH 443	History and Historiography in Latin America: Border Wars in Latin American Literature and Film	Dowd	100	3	FA WN	0	0	29	0		X
SPANISH 443	History and Historiography in Latin America: Historical Fictions Content: LAC fiction and history	Villalobos Ruminott	100	3	WN	0	0	11	0		
SPANISH 445	Romance Studies: Introduction to French-Spanish Literary Relations: Comparative Marxism Content: LAC writers and intellectuals	Arnall	75	3	FA	14	0	17	0		X
SPANISH 447	The Archive: The Colonial Archive and the Politics of History Content: Colonial LAC	Nemser	100	3	WN	9	0	6	2		X
SPANISH 467	Literary and Artistic Movements in Latin America: Counter-Insurgency War and Narco-Accumulation in Central America and Mexico	Williams	100	3	FA WN	32	0	36	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA <i>(continued)</i>											
SPANISH 470	Colonial Latin America: Racism and Colonialism in Latin America	Nemser	100	3	FA	0	0	0	0		X
SPANISH 470	Colonial Latin America: First Images of the Americas	Verdesio	100	3	FA	17	0	17	0		X
SPANISH 470	Colonial Latin America: Spanish Colonialism and Race	Nemser	100	3	FA	0	0	15	0		X
SPANISH 472	Indigenous Societies: Indigenous Peoples of the Americas	Verdesio	100	3	FA	0	0	16	0		X
SPANISH 472	Indigenous Societies: Indigenous Societies in the Andes	Sanjines	100	3	WN	0	0	14	0		X
SPANISH 473	Colonial/Postcolonial Studies in Latin American Cultures: Colonial Discourse and Postcolonial Theory	Verdesio	100	3	FA	0	0	0	0		X
SPANISH 473	Colonial/Postcolonial Studies in Latin-American Cultures: Colonialism and Racism in Latin America	Nemser	100	3	WN	18	0	0	0		
SPANISH 473	Colonial/Postcolonial Studies in Latin-American Cultures: Latin American Revolutions	Villalobos Ruminott	100	3	WN	0	0	17	0		
SPANISH 474	Cities and Spaces in the Hispanic World: Fragmentos Urbanos	Leon	100	3	FA	0	0	13	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA (continued)											
SPANISH 474	Cities and Spaces in the Hispanic World: The Imaged City: Modern Latin American Urban Culture in Film, Chronicle, and Fiction	Couret	100	3	SS	0	0	0	0	X	
SPANISH 475	Latin American Narrative: At the Intersection of Life, History, and Literature: The Work of Roberto Bolaño	Jenckes	100	3	FA WN	32	0	0	0		
SPANISH 475	Latin American Narrative: Modern and Contemporary Latin American Novel	Villalobos Ruminott	100	3	FA	17	0	0	0		
SPANISH 475	Latin American Narrative: Memory and Politics in Contemporary Latin American Narrative	Levinson	100	3	WN	15	0	0	0		
SPANISH 475	Latin American Narrative: Banditry and the Construction of the Nation in Latin America	Sanjines	100	3	FA	0	0	18	0		X
SPANISH 476	Modern Latin American Poetry	Jenckes	100	3	FA	0	0	15	0		
SPANISH 476	Latin American Poetry: Poesía Latinoamericana	Jenckes	100	3	WN	17	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA <i>(continued)</i>											
SPANISH 485	Case Studies in Latin American Literature: The Literature of Destruction Content: Southern Cone, Central America and Mexico cases	Villalobos Ruminott	100	3	FA	17	1	0	0		
SPANISH 487	Studies in Hispanic Linguistics: History of the Spanish Lexicon Content: History of Spanish language	Dworkin	50	3	FA	0	0	0	0		X
SPANISH 487	Studies in Hispanic Linguistics: Afro-Hispanic Language	Satterfield	100	3	FA WN	0	0	26	0		
SPANISH 488	Topics in Hispanic Literature / History / Culture: El Neoliberalismo en la cultura Latinoamericana	Beverinotti	100	3	FA WN	26	0	0	0		
SPANISH 488	Topics in Hispanic Literature / History / Culture: The Black Radical Imagination in Latin America and the Caribbean	Arnall	100	3	FA WN	25	0	0	0		
SPANISH 488	Topics in Hispanic Literature / History / Culture: Shooting Pictures: Photography in Latin America	Couret	100	3	FA	6	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA <i>(continued)</i>											
SPANISH 488	Topics in Hispanic Literature / History / Culture: Ruins: Culture, History and Archaeology in Latin America	Sabau	100	3	WN	9	1	13	0		X
SPANISH 488	Topics in Hispanic Literature / History / Culture: Violencia y consumo cultural en America Latina	Beverinotti	100	3	WN	9	1	0	0		
SPANISH 488	Topics in Hispanic Literature/History/Culture: Imagining Revolutions and Civil Wars: Literature, Photography, and Painting in Mexico and Central America	Leal Ugalde	100	3	FA	0	0	0	0		X
SPANISH 488	Topics in Hispanic Literature / History / Culture: The Representation of Poverty in Modern and Contemporary Latin America	Villalobos Ruminott	100	4	WN	13	0	0	0		
SPANISH 488	Topics in Hispanic Literature / History / Culture: The Mexican Revolution as Cultural Phenomenon	Williams	100	3	FA SS	15	0	17	1		
SPANISH 635	Independent Study Content: Independent Study with LACS faculty	Willliams, Verdesio, Herrero-Olaizola, Villalobos	100	3	FA WN	0	1	0	5		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA (continued)											
SPANISH 824	Culture and the State: On Decontainment Content: LAC cases; taught by LACS specialist	Williams	25	3	WN	0	15	0	0		
SPANISH 830	Film and Society: Screened Cities: Cinema, Architecture, and Urbanism Content: LAC cases; taught by LACS specialist	Couret	50	3	FA	0	0	0	5		
SPANISH 842	Reading the Trans-Atlantic: Mapping Spain and Latin America: La novela del cholaje andino: para una teoría de su producción transatlantica	Sanjines	100	3	FA	0	5	0	0		
SPANISH 855	Special Topics Seminar: Violencia y consumo cultural en America Latina	Herrero-Olaizola	100	3	WN	0	7	0	0		
SPANISH 855	Special Topics Seminar: Thinking the Visual Content: LAC texts	Jenckes	100	3	FA	0	0	0	0		X
SPANISH 865	Empire and Independence in the Americas: Colonial Legacies and Academic Practice: The Relationship Between Colonial Discourse and Colonial Studies	Verdesio	100	3	FA	0	4	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Spanish, LSA <i>(continued)</i>											
SPANISH 881	Theoretical Approaches to Culture: Main Debates in Contemporary Hispanic Studies: Post-Colonialism, Subalternism, Neo-Communism, Post-Hegemony and Infrapolitics Content: LAC analytical debates	Villalobos Ruminott	100	3	FA	0	0	0	0		X
SPANISH 881	Theoretical Approaches to Culture: Marxism from Marx to Marcos Content: LAC cases; taught by LACS specialist	Arnall	50	3	WN	0	0	0	8		X
SPANISH 990	Dissertation/Precandidate Content: Independent Study with LACS faculty	Herrero-Olaizola, Villalobos Ruminott, Nemser, La Fountain-Stokes, Williams, Alberto, Arnall	100	4	FA WN	0	10	0	11		X
SPANISH 995	Dissertation/Candidate Content: Independent Study with LACS faculty	Sanjines, Herrero-Olaizola, Verdesio, Williams, Jenckes, Arenas, Nemser, Villalobos Ruminott	100	8	FA WN SS	0	35	0	24	X	X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA											
STDABRD 302	CGIS: Food, Energy, and Water Nexus in Developing Countries Taught in Guacimo, Costa Rica; Content: LAC cases	Wright	75	3	SS	8	0	0	0		X
STDABRD 303	Field Projects: Ecology of Managed & Natural Ecosystems Taught in San José, Costa Rica	N/A	100	3	WN	4	0	0	0		X
STDABRD 303	Independent Field Work/Research Projects Taught in San José, Costa Rica	N/A	100	6	WN	4	0	0	0		X
STDABRD 303	Latin American Perspectives on Justice & Sustainable Development Taught in San José, Costa Rica	N/A	100	3	WN	4	0	0	0		X
STDABRD 303	CGIS: Environment and Sustainable Development in San Jose, Costa Rica Taught in Costa Rica	N/A	100	1-15	WN	0	0	4	0		X
STDABRD 320	Tropical Marine Ecosystems: Monitoring and Management Taught in the Turks and Caicos Islands (Caribbean); Content: LAC cases	N/A	100	4	SS	1	0	0	0	X	X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 320	Applied Marine Research Techniques Taught in the Turks and Caicos Islands (Caribbean); Content: LAC cases	N/A	50	4	SS	1	0	0	0	X	X
STDABRD 320	CGIS: Marine Resource Studies in the Turks and Caicos Islands Taught in the Turks and Caicos Islands (Caribbean)	N/A	100	1-15	SS	0	0	0	0	X	X
STDABRD 363	Anthropology of Migration & Transnationalism Chilean university course for UM credit; Content: LAC cases	N/A	75	4	FA	1	0	0	0		X
STDABRD 363	Health Self-care Chilean university course for UM credit; Content: LAC cases	N/A	75	4	FA	1	0	0	0		X
STDABRD 363	Intercultural Health Chilean university course for UM credit; Content: LAC cases	N/A	75	4	FA	1	0	0	0		X
STDABRD 363	Chilean Cinema: Vision of History Chilean university course for UM credit	N/A	100	4	WN	1	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 363	Human Geography Chilean university course for UM credit; Content: LAC cases	N/A	50	4	WN	1	0	0	0		X
STDABRD 363	International Terrorism and Safety Chilean university course for UM credit; Content: LAC cases	N/A	50	4	WN	1	0	0	0		X
STDABRD 363	Political & Economic Development of Latin America Chilean university course for UM credit	N/A	100	4	WN	1	0	0	0		X
STDABRD 363	Revolutions in Contemporary History Chilean university course for UM credit; Content: LAC cases	N/A	75	4	WN	1	0	0	0		X
STDABRD 363	Slavery & Abolition in the Americas Chilean university course for UM credit	N/A	100	4	WN	1	0	0	0		X
STDABRD 363	The City as an Inclusive Space Chilean university course for UM credit; Content: LAC cases	N/A	75	4	WN	1	0	0	0		X
STDABRD 363	Women and Society in Chile Chilean university course for UM credit	N/A	100	4	WN	1	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 363	CGIS: Liberal Arts in Santiago, Chile Taught in Santiago, Chile	N/A	100	1-15	FA WN	0	0	0	0		X
STDABRD 366	Community Health Practicum Taught in Dominican Republic	N/A	100	3	SS	7	0	0	0		X
STDABRD 366	Pre-Professional Health Care Issues Taught in Dominican Republic; Content: Caribbean cases	N/A	100	4	SS	7	0	0	0		X
STDABRD 366	CGIS: Public Health in Santiago, Dominican Republic Taught in the Dominican Republic	N/A	100	1-10	SS	0	0	0	0	X	X
STDABRD 367	Baseball & Society in the Dominican Republic Taught in the Dominican Republic	N/A	100	3	SS	2	0	0	0		X
STDABRD 367	Ethical Issues in Sports & Development Taught in the Dominican Republic	N/A	100	3	SS	2	0	0	0		X
STDABRD 373	CGIS: History & Society in Contemporary Chile Taught in Chile	N/A	100	3	SS	16	0	0	0		X
STDABRD 373	CGIS: City as Discourse Taught in Chile	N/A	100	3	SS	16	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 373	CGIS: Intensive Language and Culture in Santiago, Chile Taught in Chile	N/A	100	1-10	FA WN	0	0	0	0		X
STDABRD 375	Cuban Culture Taught in Cuba	N/A	100	4	SS	5	0	0	0		X
STDABRD 375	Cuban History Taught in Cuba	N/A	100	4	SS	1	0	0	0		X
STDABRD 375	CGIS: Cuban Culture and Society in Havana, Cuba Taught in Cuba	N/A	100	1-10	SS	0	0	0	0		X
STDABRD 405	Brazilian Politics & Society Taught in Brazil	N/A	100	3	FA	1	0	0	0		X
STDABRD 405	Current Social Issues: Brazil Taught in Brazil	N/A	100	3	FA WN	3	0	0	0		X
STDABRD 405	Latin American Area Studies Brazilian university course for UM credit	N/A	100	5	FA WN	2	0	0	0		X
STDABRD 405	Poverty & Inequality in 21st Century Brazil Taught in Brazil	N/A	100	3	FA WN	4	0	0	0		X
STDABRD 405	Brazilian Cinema Taught in Brazil	N/A	100	3	WN	1	0	0	0		X
STDABRD 405	Economics & Development in Brazil Taught in Brazil	N/A	100	3	WN	3	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 405	Globalization & Finance: Dilemmas & Perspectives Brazilian university course for UM credit	N/A	50	5	WN	1	0	0	0		X
STDABRD 405	Diversity, Nation & Gender Brazilian university course for UM credit	N/A	100	5	WN	1	0	0	0		X
STDABRD 405	Political Economy of Latin America Brazilian university course for UM credit	N/A	100	2	WN	1	0	0	0		X
STDABRD 405	Social Movements & Activism Brazilian university course for UM credit	N/A	100	5	WN	1	0	0	0		X
STDABRD 405	CGIS: Brazilian Studies and Portuguese Language in São Paulo, Brazil Taught in Brazil	N/A	100	1-15	FA WN	0	0	2	0	X	X
STDABRD 438	CGIS: Health and Community in Brazil, India, South Africa, and the U.S. Taught in Brazil, India, South Africa and U.S.	N/A	25	1-15	WN	0	0	1	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: 20th Century Argentine Poetry IES Abroad Course, Taught in Spanish	N/A	100	3	FA WN	2	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Argentina Today Argentine university course for UM credit	N/A	100	1	FA WN	9	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Argentine Literature & the Formation of National Identity IES Abroad Course, Taught in Spanish	N/A	100	3	FA WN	3	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Contemporary Argentine History and National Identity IES Abroad Course, Taught in English	N/A	100	3	FA WN	8	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Drugs & Violence in Latin American Literature & Arts IES Abroad Course, Taught in English	N/A	100	3	FA WN	4	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Argentine Environment and Society IES Abroad Course, Taught in Spanish	N/A	100	3	WN	4	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Art & Architecture Argentine university course for UM credit	N/A	100	4	WN	1	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Business Strategies in Latin America IES Abroad Course, Taught in English	N/A	100	3	WN	1	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Internship Seminar IES Abroad Course, Taught in English	N/A	100	3	WN	3	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Making of Patagonia IES Abroad Course, Taught in Spanish	N/A	100	3	WN	3	0	0	0		X
STDABRD 494	CGIS: Language & Culture of Buenos Aires: Marketing in Latin America IES Abroad Course, Taught in English	N/A	100	3	WN	2	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Populism & Neo-Populism: Latin American Politics in a Changing World IES Abroad Course, Taught in English	N/A	100	3	WN	5	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Popular Dances Argentine university course for UM credit	N/A	100	2	WN	1	0	0	0		X
STDABRD 494	CGIS: Language & Culture in Buenos Aires: Service Learning Seminar	N/A	100	3	WN	3	0	0	0		X
STDABRD 494	CGIS: Language and Culture in Buenos Aires, Argentina	N/A	100	1-15	FA WN	0	0	3	0		X
STDABRD 495	CGIS: Sport & Culture in Contemporary Argentina Taught in Buenos Aires	N/A	100	3	SS	10	0	0	0	X	X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: 20th Century Argentine Poetry Argentine university course for UM credit	N/A	100	3	FA	1	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Argentina Today IES Course, Taught in Spanish	N/A	100	1	FA	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Argentine Literature & the Formation of National Identity IES Course, Taught in Spanish	N/A	100	3	FA	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Making of Patagonia IES Course, Taught in Spanish	N/A	100	3	FA	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Service Learning Seminar	N/A	100	3	FA	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: 20th Century Argentine Poetry IES Course, Taught in Spanish	N/A	100	3	WN	1	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: American Literature Argentine university course for UM credit	N/A	100	4	WN	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Argentinian History Argentine university course for UM credit	N/A	100	4	WN	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Argentine Environment and Society IES Course, Taught in Spanish	N/A	100	3	WN	3	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Argentine Literature and National Identity IES Course, Taught in Spanish	N/A	100	3	WN	4	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: History of Argentina I Argentine university course for UM credit	N/A	100	6	WN	1	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: History of Latin America Argentine university course for UM credit	N/A	100	4	WN	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Internship Seminar	N/A	100	3	WN	4	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Latin American & International Politics Argentine university course for UM credit	N/A	100	6	WN	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Making of Patagonia IES Course, Taught in Spanish	N/A	100	3	WN	1	0	0	0		X
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina: Seminar on Argentina in World Argentine university course for UM credit	N/A	100	3	WN	1	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Study Abroad, LSA <i>(continued)</i>											
STDABRD 496	CGIS: Advanced Spanish Language in Buenos Aires, Argentina	N/A	100	1-15	WN	0	0	5	0		X
Women's Studies, LSA											
WOMENSTD 250	Race, Gender, and Nation Content: Brazil cases	Fernandes	25	3	FA WN	49	0	25	0		X
WOMENSTD 345 PSYCH 401	Special Topics in Gender in a Global Context: Psychology of Social Change: Gender and Global Feminisms Content: LAC cases	Stewart	33	3	WN	0	0	19	0		
Taubman College of Architecture & Urban Planning											
ARCH 409 BUSABRD 361	Special Topics in Architecture: Post-revolutionary Architecture in Cuba and Mexico City Travel course to Cuba and Mexico	Gilpin Lomeli	100	3	SS	19	3	0	0		
ARCH 409 BUSABRD 365	Special Topics in Architecture: Emoción Estética (Aesthetic Emotion): Light, Color and Solitude Travel course to Mexico	Lomeli	100	3	SS	0	0	0	0	X	
ARCH 506 ARCH 409 BUSABRD 362	Owning It: Rio and Detroit Travel practicum course in Detroit and Rio de Janeiro, Brazil	Sirota	50	3	SS	3	9	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Taubman College of Architecture & Urban Planning <i>(continued)</i>											
URP 503	Comparative Planning Institutions and Law Content: LAC cases; taught by LACS specialist	Pimentel Walker	50	3	WN	0	0	0	26		X
URP 523 BUSABRD 373	Comparative Participatory Planning and Community Development Content: LAC cases; taught by LACS specialist	Pimentel Walker	25	3	FA WN	0	8	1	1		X
URP 527 BUSABRD 377	Infrastructure Planning in the US and Developing Countries Content: LAC cases	Blesh	25	3	WN	0	25	0	9		X
URP 570 BUSABRD 374	Global and Comparative Planning Content: LAC cases; taught by LACS specialist	Hoey	25	3	WN	0	8	0	7		X
URP 572 BUSABRD 376	Comparative Housing and Property Policy Content: Brazil cases; taught by LACS specialist	Pimentel Walker	50	3	FA	0	0	0	0		X
URP 634	Capstone Integrative Fieldwork Experience Travel Course to Brazil	Pimentel Walker	100	3	FA	0	0	0	9		
Stephen M. Ross School of Business											
BUSABRD 394	Sustainable Business in Latin America Travel course to Costa Rica	Wu, Muller, DeRue, Adhvaryu	100	3	WN	21	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Stephen M. Ross School of Business <i>(continued)</i>											
BUSABRD 395	Challenges in Emerging Market Finance: Argentina as a Case Study	Dittmar	100	3	WN	0	0	33	0		
BUSABRD 396	Global Semester Exchange: CEA Buenos Aires Taught in Argentina	N/A	100	1-20	WN	33	0	9	0		X
BUSABRD 397	Global Semester Exchange, CEA Buenos Aires: Latin American Business Environment Taught in Argentina	N/A	100	3	WN	2	0	0	0		X
BUSABRD 398	Global Semester Exchange, CEA Buenos Aires: Entrepreneurship: Art of Creative Business Taught in Argentina	N/A	25	3	WN	7	0	0	0		
BUSABRD 399	Global Semester Exchange, CEA Buenos Aires: Communication and Global Competence Taught in Argentina	N/A	25	3	WN	1	0	0	0		
BUSABRD 400	Global Semester Exchange, CEA Buenos Aires: International Marketing Taught in Argentina	N/A	25	3	WN	3	0	0	0		
BUSABRD 401	Global Semester Exchange, CEA Buenos Aires: Culture: Food/Wine in Argentina Taught in Argentina	N/A	100	3	WN	3	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Stephen M. Ross School of Business <i>(continued)</i>											
BUSABRD 402	Global Semester Exchange, CEA Buenos Aires: Culture and Civilization of Argentina Taught in Argentina	N/A	100	3	WN	3	0	0	0		
BUSABRD 403	Global Semester Exchange, CEA Buenos Aires: Contemporary History of Argentina Taught in Argentina	N/A	100	3	WN	1	0	0	0		
BUSABRD 404	Global Semester Exchange, CEA Buenos Aires: Business and Marketing of Sport Taught in Argentina	N/A	25	3	WN	4	0	0	0		
BUSABRD 425	Global Practicum: Industrial Growth in Chile Travel course to Chile	Branch	100	3	WN	24	0	0	0		
BUSABRD 601	Global Semester Exchange: UADE Business School, Buenos Aires Travel course to Argentina	Oldford	100	1-20	FA	0	0	0	0		X
BUSABRD 602	Global Semester Exchange: Universidad de San Andres, Buenos Aires Travel course to Argentina	N/A	100	0.5-20	WN	0	15	0	5		X
BA 425	Global Practicum: Competitiveness in Brazil Travel course to Brazil	Branch	100	3	WN	0	0	26	0		x

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Stephen M. Ross School of Business <i>(continued)</i>											
BE 886	International Business- Business Economics Seminar Content: LAC cases	Sivadasan, Handley	25	1.5	FA	0	2	0	3		X
BE 887	Topics in International Business, Business Economics I Content: LAC cases	Handley, Lafontaine, Lyon	25	1.5	FA	0	3	0	3		X
BE 888	Topics in International Business, Business Economics II Content: LAC cases	Sivadasan, Handley	25	1.5	FA	0	0	0	3		X
BE 889	Topics in International Business-Business Economics III Content: LAC cases	Lyon, Miller	25	1.5	WN	0	4	0	6		X
EMBA 608	Global Finance Content: LAC cases	Kaul	25	1.5	SS	0	39	0	0		
EMBA 622	Competing Globally Content: LAC cases	Karnani	25	1.5	WN	0	95	0	79		X
EMBA 639	Global Business Environment Content: LAC cases	Siegel	25	1.5	WN	0	94	0	77		X
FIN 414	International Finance Management II Content: LAC cases	Pasquariello	25	1.5	FA	38	8	48	7		X
FIN 614	International Financial Management II Content: LAC cases	Pasquariello	25	1.5	FA	0	42	0	41		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Stephen M. Ross School of Business <i>(continued)</i>											
MO 319	Developing Global Competency Content: Preparation for Study Abroad	Walsh, Burks	25	0.5-1.5	FA WN	299	0	377	0		X
MKT 315	International Marketing Content: LACS cases	Metzger	25	3	WN	33	0	44	0		X
MKT 615	International Marketing Management Content: LACS cases; taught by LAC specialist	Branch	25	1.5	WN	0	64	0	68		X
STRATEGY 310	Competing in the Global Business Environment Content: LACS cases	Zhou, Killaly, McFall	25	3	FA WN	88	0	52	0		X
STRATEGY 361	International Management Content: LACS cases	Nguyenchung	25	3	WN	63	0	67	0		X
STRATEGY 503	Competing in the Global Business Environment Content: LACS cases	Lim, Zhou, Siegel, Killaly, Farnsworth, Wan	25	1.5	FA WN	1	562	0	491		X
STRATEGY 558	World Economy Content: LACS cases	Killaly, Siegel	25	1.5	WN	0	67	0	81		X
STRATEGY 623	Global Strategy Content: LACS cases	Nguyenchung	25	2.25	WN	0	54	0	78		X
STRATEGY 662	Global Corporate Social Responsibility Content: LACS cases	Whitman	25	1.5	WN	0	6	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Stephen M. Ross School of Business <i>(continued)</i>											
WMBA 512	The World Economy Content: LACS cases	Killaly, Zhou	25	2.25	WN	0	95	0	115		X
WMBA 611	Global Supply Chain Management Content: LACS cases	Anupindi	25	2.25	FA	0	54	0	368		X
WMBA 615	Global Strategy Content: LACS cases	Karnani, Nguyenchyung	25	1.5	WN	0	117	0	93		X
College of Engineering											
AOSS 171 BIOLOGY 110 EARTH 171 ENSCEN 171 ENVIRON 110	Introduction to Global Change: The Science Behind Sustainability Content: LACS cases	Klingii, Badgley, Gleason, Thompson, Popma, Wang, Romanowicz	25	4	FA	176	0	179	0		X
AOSS 172 EARTH 172ENSCEN 172 ENVIRON 111 GEOG 111	Global Change: The Sustainability Challenge Content: LACS cases	Arnaboldi, Stone, Grantham, Selva,	25	4	WN	94	0	148	0		X
IOE 430	Global Cultural Systems Engineering Content: LACS cases	Liu, Chaudhry, Terryn	25	3	FA	57	12	57	14		X
ENGR 290	Design in a Resource- Constrained Environment in Havana, Cuba Taught in Cuba	Love	100	2	WN	22	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Law School											
LAW 660	Boundaries of Citizenship Content: LAC cases; taught by LACS specialist	Scott	25	3	FA	0	0	0	0		X
LAW 708	Owning It: Rio and Detroit Travel practicum course in Detroit and Rio de Janeiro, Brazil	Sirota	50	3	SS	0	4	0	0		
LAW 877	The Law in Slavery and Freedom Content: LAC cases; taught by LACS specialist	Scott	50	2	FA WN	0	12	0	15		X
School of Music, Theatre & Dance											
DANCE 100	Introduction to Dance: Modern Dance with Latino Influence	Torijano	100	1	WN	23	0	0	0		X
DANCE 100	Introduction to Dance: Latino Jazz	Torralba	100	1	WN	18	0	0	0		
DANCE 100	Introduction to Dance: Modern Latino	Chacon Arias	100	1	FA	0	0	0	0		X
MUSICOL 122	Introduction to World Music Content: LAC cases	Ho	25	3	WN	49	0	47	0		X
MUSICOL 505	Introduction to World Music for Educators Content: LAC cases	Castro								X	
MUSICOL 506 MUSICOL 606	Hispanic and Latin American Colonial Music	Stein	100	3	FA	0	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
School of Music, Theatre & Dance <i>(continued)</i>											
MUSICOL 881	Special Reading Content: Independent Study with LACS faculty	Stein	100	2	WN	0	0	0	1		X
THREMUS 335	Theater and Incarceration Content: Brazil cases	Lucas	25	3	WN	22	0	21	0		X
THREMUS 336	Prison Creative Arts Project (PCAP) Brazil Exchange Taught in Brazil	Lucas	100	2	WN	15	0	12	0		X
School of Nursing											
NURS 420 NURS 521 WOMENSTD 432	Introduction to Global Health: Issues and Challenges Content: LAC cases; taught by LACS specialist	Eagle, Riley	25	2	FA WN	35	22	88	4		X
NURS 421	Perspectives in Global Health Content: LAC cases with option to travel to Ecuador	Eagle, Hagerty, Riley	50	2	WN	28	11	33	0		X
NURS 456	Community Health Nursing Includes 2-week clinical experience in Ecuador	Gallagher	100	2	FA WN	147	0	153	0		X
NURS 456	Global Community Health Assessment Taught in Oaxaca, Mexico	Gallagher	100	2	SS	16	0	0	0		
NURS 477	Cultural Aspects of Health and Illness Content: LAC cases	Coleman-Burns, Riley	25	3	WN	6	0	0	0		

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
School of Nursing, Health Sciences											
HS 225 WOMENSTD 257	Global Perspectives on HIV and the AIDS Epidemic Content: LAC cases	Mutumba	25	3	WN	0	0	6	0		X
HS 494 HS 594	Health Equality, Inequity and Disparities Content: LAC cases	Coleman-Burns	25	3	WN	0	0	8	0		
HS 528	Global Perspectives on Research in Vulnerable Populations Content: LAC cases	Kahle	25	3	WN	0	0	7	0		
School of Public Health											
EHS 690	Practice in Global Environmental Health Content: Internships in student- selected LAC Project	Xi, Dvonch	100	2	FA	0	0	0	0		X
EPID 506	Health of Nations: Introduction to International Health Content: LAC cases	Wison	25	3	FA	0	19	0	26		X
HMP 677	Health Care Organization: An International Perspective Content: LAC cases	Liang	25	3	FA	0	0	0	0		X
HMP 626	Race, Ethnicity and Culture in Health Policy Content: Brazil cases; taught by LACS specialist	Creary	25	3	FA WN	0	17	0	10		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
School of Public Health <i>(continued)</i>											
PUBHLTH 616	Public Health in Action: International Content: Preparation for week-long practicum in LAC countries	Thomas	25	4	WN	0	10	0	6		X
Gerald R. Ford School of Public Policy											
PUBPOL 480	IPC Global Engagement Seminar in Costa Rica Travel course to Costa Rica	Waltz	100	3	WN	0	0	15	0		X
PUBPOL 495	Policy Seminar: Global Financial Markets Content: LAC cases	Dominguez	25	4	FA	0	0	0	0		X
PUBPOL 495	Policy Seminar: Utopianism Content: Mexico cases	Morse	25	4	WN	26	0	0	0		
PUBPOL 621	Peacebuilding: Law, Diplomacy, and the Transition from Conflict Content: LAC cases; taught by LACS specialist	Ciorciari	25	1.5	WN	0	0	0	17		
PUBPOL 676	International Politics of Poverty Content: LAC cases	Waltz	25	3	WN	0	0	0	22		
PUBPOL 717	Democracy and Globalization from the Perspective of the Global South Content: LAC cases	Henry	25	3	FA	0	0	0	0		X

School/College, Department & Course Number	Course Title	Instructor	% LAC Content	Credit Hours	Term Offered	Enrollment AY2016-17		Enrollment FA-WN 2017-18		To be offered	
						UG	G	UG	G	SS 18	18-19
Gerald R. Ford School of Public Policy <i>(continued)</i>											
PUBPOL 763	Global Issues: Drugs, Crime, and Terrorism Content: LAC cases; taught by LACS specialist	Levitsky	25	3	FA	0	0	0	0		X
School of Social Work											
SW 701	Practice in International Social Work Content: LAC cases	Brewster	25	3	FA	0	14	0	0		X
SW 788	Immigration, Social Justice, and the Practice of Social Work Content: LAC cases	Kossoudji	25	3	FA	0	19	0	0		X

Performance Measure Form
Center for Latin American and Caribbean Studies
University of Michigan

Project Goal 1: Enhance LACS area studies capacity at minority serving institutions, community colleges, and of K-12 educators through professional and curriculum development opportunities.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Create 22 new courses and/or curriculum modules at the K-12, community college, and university levels on LAC topics through collaborations with MSI institutions such as the University of Puerto Rico (UPR) and San Diego State University (SDSU) by the end of the 4 year grant cycle.	1a. Support professional development opportunities through partnerships with UPR and SDSU to develop a joint annual symposium (UM-UPR) for K-12 and community college educators and a joint summer institute (UM-SDSU) for K-12 and community college educators.	1ai. Number of joint UM-UPR symposiums organized.	Annual	Institutional Records and Symposium Programs	1	1	1	1	1
		1aii. Number of joint UM-SDSU summer institutes organized.	Y3, Y4	Institutional Records and Summer Institute Programs	0	NA	NA	1	1
	1b. Work with CEDER to build a curriculum design toolkits on LAC and Global Themes after each UM-UPR Symposium.	1b. Number of curriculum toolkits shared publicly on the UM-UPR website.	Annual	UM-UPR Website	1	1	1	1	1
		1ci. Percentage of UM-UPR symposium participants who intend to use LAC-focused curriculum design toolkits to develop course content.	Annual	Trip reports, post-event surveys, Center records	0	33%	33%	33%	33%

	1c. Provide usable/needed LAC information at symposia and summer institutes as well as professional development opportunities outside these events that will lead to the creation of new curriculum modules at the K-12, CC, and University levels.	1cii. Number of new courses and curriculum modules created by UPR CoE's pre- or in-service teachers and UPR faculty that attend UM's WHaLI workshop or Library Residencies sponsored by LACS.	Annual	Trip reports, Center records	3	3	3	4	4
		1ciii. Number of new curriculum modules created by K-12 and community college faculty that participate in our UM-SDSU Summer Institute.	Y3, Y4	Trip reports, Center records	0	NA	NA	4	4
2. At least 4 Midwest Institute for International/ Intercultural Education (MIIE)-member community colleges will have incorporated LAC content into new or existing courses as a result of faculty participation in conferences and follow-up curriculum development support by the end of the 4 year grant cycle.	2a. Encourage the incorporation of LAC materials and resources into community colleges by supporting at least one annual workshop aimed at curriculum development with LAC content.	2ai. Number of curriculum development workshops organized with LAC content incorporated into the program.	Annual	MIIE Institutional Records and Final Reports	1	1	1	1	1
	2b. Provide LAC-content training and resources at annual workshops that will lead to at least 33% of attendees stating they intend to create a	2bi. Percentage of participants who intend to develop course content on LAC.	Annual	MIIE Conference participant survey	0	33%	33%	33%	33%
		2bii. Number of curriculum modules created that incorporate LAC content.	Grant Cycle	MIIE Institutional Records and MIIE website	0	NA	NA	NA	3

	curriculum module with LAC content that will be incorporated into courses at community colleges.	2biii. Number of community college faculty participants who incorporate their curriculum module with LAC content into a course within the grant period.	Grant Cycle	MIIE Conference participant follow-up survey, MIIE institutional records	0	NA	NA	NA	2
	2c. Provide resources and support for a community college team to undertake a four year plan to establish a one-two year degree in global/international studies with at least 25% LAC-focused curriculum.	2c. Number of degree programs established.	Grant Cycle	MIIE institutional records	0	NA	NA	NA	1
3. Increase capacity of K-12 educators to offer LAC content in their classrooms as a result of participation in four World History and Literature workshops co-organized by UM NRC Centers and the School of Education.	3a. Provide LAC-content training and resources at annual workshops that will lead to at least 33% of attendees stating they are likely to incorporate this material in curriculum within a year.	3ai. Percentage of participants who plan to incorporate LAC content from WHaLI into their classes.	Annual	WHaLI participant survey	0	33%	33%	33%	33%
	3b. Provide LAC-area specific speakers to present at WHaLI and create curriculum resources for teachers in partnership with the School of Education.	3bi. Number of LAC content speakers that participated.	Annual	Institutional records, including conference program	1	1	1	1	1

Project Goal 2: Contribute to meeting the national need for Latin American and Caribbean language and area experts.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase the number of students studying LAC LCTLs by 10% by increasing awareness and value of studying LCTLs the end of the four year grant cycle.	1a. Hire one lecturer to teach one Portuguese for the Professions mini-course per year.	1ai. The number of Portuguese for the Professions mini-courses offered each year.	Annual	Institutional Records	0	1	1	1	1
	1b. Disseminate information about Portuguese language scholarships, LCTL-related events, and LACS language information sessions.	1bi. Number of targeted emails sent, social media posts published, and website articles created to promote LACS LCTL language offerings.	Annual	Center records, including email records	0	6	8	10	10
		1bii. Number of students enrolled in LACS LCTL courses including Portuguese, Quechua, Nahuatl, and Yoruba.	Grant Cycle	Institutional enrollment records	92	NA	NA	NA	101
		1biii. Number of LACS language information sessions held and targeted classroom visits made to inform potential students about our course offerings.	Annual	Center records	0	8	8	10	10
	1c. Work with Romance Languages and Literatures to create new Major in Portuguese & Spanish, spearheaded as an avenue for comprehensive study of LAC and LAC languages	1ci. Created a new Major in Portuguese & Spanish.	Grant Cycle	Institutional records	0	NA	NA	NA	1

2. Increase exposure to careers that meet USED national needs for FLAS recipients and UM students with an interest in Latin America and the Caribbean over the course of the grant cycle by increasing awareness of possible career paths and by hosting or co-sponsoring at least 10 career events each year.	2a. Host and co-sponsor a minimum of 8 career events annually that highlight national need with an emphasis on opportunities, career training, and skill building.	2ai. Number of career events hosted or co-sponsored annually.	Annual	Center and institutional records, LACS events calendar	8	8	8	10	10
		2aii. Number of LAC Career events featuring representatives from US Government Agencies	Annual	Center and institutional records, LACS events calendar	1	1	1	1	1
	2b. Disseminate information about campus international career information sessions and campus recruiter visits to students with an interest in LAC.	2bi. Number of career events highlighted in email communications each year.	Annual	Center records, including email records	0	12	12	12	12
		2bii. The number of new emails added each academic year to the LACS community listserv.	Annual	Center records, including email records	0	10	20	30	35
3. Increase student awareness of international opportunities involving LAC through distribution of a monthly newsletter during the academic year by the end of the 4-year grant cycle.	1a. Disseminate information about international opportunities involving LAC, including study abroad programs and opportunities to conduct research/perform internships.	1ai. The number of opportunities involving LAC shared in weekly e-bulletins during an academic year.	Annual	Center records, including email records	0	10	12	14	16
	1b. Share information about LAC summer language programs.	1bi. The number of opportunities involving LAC shared in weekly e-bulletins during an academic year.	Annual	Center records, including email records	0	5	5	5	5
	1c. Participate in international and major/minor fairs at UM to share information on opportunities involving LAC.	1ci. The number of international and major/minor fairs LACS participates in annually.	Annual	Institutional records, including registration confirmations	1	2	2	2	2

Project Goal 3: Increase the diversity of applications and participation in LACS Language and Area Studies Training									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase by 20% the average number of annual FLAS awards given to STEM students, professional school students, and/or those from underrepresented socioeconomic backgrounds by the end of the four year cycle.	1a. Share targeted promotional information to professional and STEM schools.	1ai. The number of targeted email or print advertisements sent to professional or STEM schools.	Annual	Center records, including email records	2	5	5	6	6
	1b. Administer FLAS-application process experience survey to students 1-week post deadline to understand barriers to application.	1bi. The number of times survey administered and analyzed.	Annual	Center records	0	1	1	1	1
		1bii. The average number of annual FLAS awards given to STEM, and/or those from underrepresented backgrounds, calculated at the end of the cycle.	Grant Cycle	Center records	5	NA	NA	NA	6
2. Enroll 4 new STEM or professional school students in the LACS graduate certificate by the end of the 4-year grant cycle.	2a. Attend the annual II area studies orientation for incoming MA and Ph.D. students to meet with students interested in LAC as a regional focus for their degree program and provide information about the graduate certificate in LACS.	2ai. Number of times a LACS representative attends the annual II area studies orientation.	Annual	Center records	1	1	1	1	1
		2aii. Number of times a LACS representative follows up with interested students post-orientation.	Annual	Center records, including email communications	NA	3	3	3	3
		2aiii. Number of new LACS graduate certificate students enrolled.	Grant Cycle	Center records	NA	NA	NA	NA	4

Project Goal 4: Increase scholarly collaboration and exchange of ideas that reflect diverse points of view on the LAC region.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase opportunities each academic year for UM students, faculty, community members, and local teachers to engage with LACS experts with diverse backgrounds.	1a. Host or co-sponsor at least 10 events annually that bring diverse LACS experts, scholars, professionals, policy-makers, activists, and community members with different career paths and varied perspectives to campus.	1ai. Number of events with more than one speaker from a different discipline.	Annual	Center records, event listings, speaker bios	5	5	5	6	6
		1aii. Number of events that include speakers from outside the academy.	Annual	Center records, event announcements, speaker bios	5	5	5	6	6
	1b. Cosponsor at least 10 LAC-related lectures and conferences with LSA and professional school departments annually.	1bi. Number of co-sponsored events with LSA units that have LAC-related information.	Annual	Event listings, website information, and e-bulletin.	10	10	10	11	11
		1bii. Number of co-sponsored events with professional schools that have LAC-related information.	Annual	Event listings, website information, and e-bulletin.	6	6	6	7	7
	1c. Co-sponsor at least 2 events annually with local community organizations with LAC interest.	1bi. The number of events co-sponsored with local community organizations with LAC interest.	Annual	Event listings, website information, and e-bulletin.	2	2	2	3	3
2. Provide 10 opportunities for collaboration between LACS and student groups on campus by the end of the grant cycle.	2a. Provide financial support to 5 student groups to conduct LAC specific conferences, panels, lectures, performances, etc.	2ai. The number of student group cosponsored events.	Grant Cycle	Event listings, website information, and e-bulletin.	2	NA	NA	NA	5
	2b. Invite student groups on campus to be participants in LACS activities.	2bi. Number of student groups contacted regarding upcoming events.	Annual	Email records and e-bulletin.	3	5	5	5	5

Project Goal 5: Disseminate national need area studies content and materials to educate the public regionally and nationally									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase access to free and open resources on LAC content by increasing the amount of resources available online and increasing traffic to website by 10% by the end of the 4-year grant cycle.	1a. Create a comprehensive LAC Teaching Resource page on our website with free and open-access lesson plans, toolkits, LCTL language pedagogy materials, and resource guides curated by UM/LACS faculty and staff through our K-14 outreach projects.	1ai. Created a comprehensive LAC Teaching Resource page.	Grant Cycle	Center records, website	X	1	NA	NA	NA
		1aii. The number of page visits to our LACS website and the UM-UPR website (during a grant year).	Annual	Center records, Google Analytics	24K	24.6 K	25.2 K	25.8 K	26.4K
		1aiii. The number of downloads of lesson plans, SketchFab models, slides	Annual	Center records, Google Analytics	NA	10	13	17	20
2. Broadcast at least 2 teacher-training event series to off-campus local and national audiences in real-time during LACS events through the use of live-streaming technology over the course of the 4-year grant cycle.	2a. Utilize live-streaming technology to broadcast the UPR symposium series to a public audience with the ability for remote viewers to submit questions.	2ai. The University of Puerto Rico symposium was live-streamed with open-access.	Annual	Institutional Records and Conference Programs	1	1	1	1	1
	2b. Utilize live-streaming technology to broadcast the WHaLI workshop series to the UPR and Grand Valley State University in Grand Rapids, Michigan.	2bi. The WHaLI workshop was live-streamed to the University of Puerto Rico Grand Valley State University.	Annual	Institutional Records and Conference Programs	0	1	1	1	1

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Center for Latin American and Caribbean Studies University of Michigan National Resource Center Budget--2018-2022 August 15, 2018-August 14, 2022							
	Year 1	Year 2	Year 3	Year 4	Priority	Page Reference	
A SALARIES							
Administrative							
1 Program Manager, A. Rodriguez 50% of 100% time on LACS Oversees US/ED budget development and implementation; prepares US/ED reports; manages programming and LACS degree programs; supervises FLAS application and recruitment process; manages LACS Fellowships and administers FLAS awards; serves as academic advisor to LACS students and student orgs.	\$23,500	\$24,205	\$24,931	\$25,679		13	
2 Indigenous Languages Program Coordinator, H. Tsai 1000 hours at \$21.50 Assists with the coordination of distance learning courses, collaborations with other institutions, and events related to Quechua, Nahuatl, and other indigenous languages.	\$21,500	\$21,500	\$21,500	\$21,500	AP 1	13	
Language Instruction							
3 Quechua Instructor, A. Carlos Rios 50% of full-time Lecturer II appointment Teaches three classes per semester (beginner, intermediate, advanced Quechua)	\$18,381	\$18,932	\$19,500	\$20,085	AP 1	1-2	
4 Nahuatl Instruction, Indigenous Languages Distance Learning Courses, A. de la Cruz \$1250 for 4 hrs/week of instruction per course per semester. 3 courses per semester, 6 courses per year (beginning, intermediate, advanced), Years 1-4	\$7,500	\$7,500	\$7,500	\$7,500	AP 1	2	

Lecturer fees for Nahuatl shared courses offered in partnership with U. of Utah, U. of New Mexico, and the Zacatecas Institute for Teaching and Research in Ethnology (IDIEZ).						
Area and Other Language Instruction						
5 Mini-courses by visiting professors Visiting professors to teach one minicourse per year on varying LAC topics, plus one mini-course per year on Portuguese for the Professions in winter semester	\$6,000	\$6,000	\$6,000	\$6,000	AP 1	3
Outreach Personnel						
6 LACS Outreach Coordinator 50% of 100% time on LACS Coordinates UM-UPR (MSI) collaborative activities including annual symposium, library grant residencies, in-service/pre-service teacher curriculum development residencies, UPR Library acquisitions program, maintenance of bilingual collaborative website; annual UM-SDSU symposia and experiential site visits; annual LACS teacher training workshop series, K-12 school events, and LACS community partnerships	\$22,500	\$23,175	\$23,870	\$24,586	AP 1, AP 2, CPP 1, CPP 2	4
7 Collaborative Projects Outreach Coordinator 10% of 100% time (10% time on LACS) Coordinates shared II K-16 outreach programming such as the MIIIE collaboration with Community Colleges, and the WHaLI project with the Michigan K-12 public school system. To assist with event logistics, distributing evaluation surveys and compiling responses.	\$4,200	\$4,326	\$4,456	\$4,589	AP 1, AP 2, CPP1, CPP 2	21
School of Music - World Music Initiative						
8 Faculty, World Music For Educators Course, C. Castro 20% of one-term salary contribution for 1 UM faculty	\$0	\$1,960	\$0	\$1,960	AP 1, AP 2, CPP 2	3-4

Partial salary contribution for 1 UM faculty to teach one summer course in World Music for educators enrolled in Music Education Master's Degree in year 2 and 4.						
SALARIES SUBTOTAL	\$103,581	\$107,598	\$107,757	\$111,900		
B FRINGE BENEFITS						
9 Program Manager at 31%	\$7,285	\$7,504	\$7,729	\$7,961		
Indigenous Languages Program Coordinator at 31%	\$6,665	\$6,665	\$6,665	\$6,665		
Quechua Instructor at 31%	\$2,325	\$2,325	\$2,325	\$2,325		
Indigenous Languages Distance Learning Instructor at 8%	\$600	\$600	\$600	\$600		
Mini-courses by visiting professors at 8%	\$480	\$480	\$480	\$480		
LACS Outreach Coordinator at 31%	\$6,975	\$7,184	\$7,400	\$7,622		
Shared Outreach Projects Program Associate at 31%	\$1,302	\$1,341	\$1,381	\$1,423		
School of Music Faculty at 8%	\$0	\$157	\$0	\$157		
FRINGE SUBTOTAL	\$25,632	\$26,256	\$26,580	\$27,232		
TOTAL SALARY & FRINGE	\$129,213	\$133,854	\$134,337	\$139,132		
C TRAVEL						
Foreign Travel						
10 Travel for LACS Faculty and Staff Travel for site visits of summer programs in Latin America (i.e. Summer Quechua Language Program in Cusco and other LAC projects in Quito, etc.), to develop and strengthen institutional linkages, develop curricula, attend conferences or conduct research. Travel, lodging, meals, and incidentals for up to 2 faculty/staff per year	\$6,000	\$6,000	\$3,000	\$3,000		13, 35
11 International Travel for Quechua Lecturer						

International airfare for 1 lecturer per year to travel to Peru to maintain linkages with Quechua-speaking communities and to acquire language materials		\$1,300	\$1,300	\$1,300	\$1,300	AP 1	2
12 International Travel for Nahuatl Lecturer							
International travel, lodging, meals, and incidentals for 1 instructor from IDIEZ to travel to UM for in-person class visits once per year		\$1,200	\$1,200	\$1,200	\$1,200	AP 1	2
13 International Travel for Latin American Library Specialist							
To build and maintain contacts with book dealers, institutes, publishers, etc. who are in-country and to facilitate the discovery and acquisition process.							
Travel, lodging, meals, and incidentals for 1 library specialist travel to book fairs, etc. in year 1 and 3		\$1,200	\$0	\$1,200	\$0		10
Domestic Travel & Foreign Travel							
14 Professional Development for Staff							
Travel, lodging, conference fees, meals, and incidentals for up to 2 staff and director		\$3,000	\$3,000	\$3,000	\$3,000		
To enable LACS director, Program Manager and other staff to travel to the Title VI and other conferences and workshops each year.							
TRAVEL SUBTOTAL		\$12,700	\$11,500	\$9,700	\$8,500		
D SUPPLIES							
15 UM Library acquisitions							
Latin American and Caribbean Studies materials		\$3,000	\$3,000	\$3,000	\$3,000		28-30
16 UPR Partnership Library acquisitions							

To acquire Latin American and Caribbean Studies print and electronic materials for José M. Lázaro and CIH UPR libraries. Acquisitions made in years 2, 3, and 4, following visit of LACS Librarian to UPR in year 2.	\$0	\$750	\$750	\$750	CPP 1	5
17 Outreach supplies, copying, and communication						
Printing, mailing, and other office supplies	\$250	\$250	\$250	\$250		
Books and educational materials for LACS K-16 outreach workshops. This includes curriculum packets and books for teacher training workshop participants.	\$1,250	\$1,250	\$1,250	\$1,250	AP 1, AP 2, CPP 2	6
Books and educational materials for En Nuestra Lengua elementary school outreach program	\$2,400	\$2,000	\$500	\$500		2
Educational materials for annual BioBlitz event in which students, Professors, and specialists hold public educational outreach events around science and associated global career paths	\$200	\$200	\$200	\$200	AP 1	
Live-streaming equipment for annual UM-UPR conference	\$500	\$500	\$500	\$500	AP 1, AP 2, CPP 1, CPP 2	4-5
Books and other educational supplies for WHaLI workshop	\$500	\$500	\$500	\$500	AP 1, AP 2, CPP 2	4
Curriculum development materials for teachers who attend local LACS K-12 outreach events and submit a curriculum proposal within one month of workshop to incorporate LAC content into their classrooms (\$200 in materials for up to 5 teachers/year)	\$1,000	\$1,000	\$1,000	\$1,000	AP 1, AP 2, CPP 2	6
Curriculum development materials for teachers who attend SDSU Symposium and submit a curriculum proposal within one month of workshop to incorporate LAC content into their classrooms (\$200 materials grants for up to 5 teachers/year) in years 3 and 4 only			\$1,000	\$1,000	AP 1, AP 2, CPP 1, CPP 2	6-7
18 Indigenous language and culture pedagogy materials						
Development of pedagogy materials and materials for Quechua Language Reference Library housed in LACS, includes 3D scans and prints of ancient Andean artifacts	\$500	\$500	\$500	\$500	AP 1, AP 2	2, 45
Teaching supplies & materials (recording equipment and media) for Quechua, Nahuatl, Yoruba language instruction	\$500	\$500	\$500	\$500	AP 1, AP 2	2

SUPPLIES SUBTOTAL	\$10,100	\$10,450	\$9,950	\$9,950		
E OTHER						
K-16 & MSI Outreach Efforts						
19A World History and Literature Initiative for Teachers (WHaLI) Presentations by UM faculty or faculty experts on LAC from external institutions on world history and literature and new approaches to pedagogy for K-12 teachers during 3-day long workshops. Teachers will develop curriculum units which will be vetted by faculty experts and then piloted in the teacher's classroom. The units will be refined and annotated by SOE researchers on how materials can be successfully used in various classroom environments. This project is in collaboration with UM area centers (representing the regions of Africa, East Asia, Russia, East Europe and Eurasia, Middle East and North Africa, South Asia, and South East Asia), and UM SOE. Speaker fees for 1 presenter (may be UM faculty, graduate student, or external speaker) per year Fees for on-site Grand Valley State University live-stream coordinator. Cost shared with other participating area studies centers Fees for on-site UPR live-stream coordinator. Cost shared with other participating area studies centers Travel funds for 2 teachers per year from University of Puerto Rico Secondary School and/or pre-service education students from the UPR College of Education to attend the WHaLI workshops at UM and use UM Library resources	\$500	\$500	\$500	\$500	AP 1, AP 2, CPP 2	4
	\$150	\$150	\$150	\$150	AP 1, AP 2, CPP 2	
	\$100	\$100	\$100	\$100	AP 1, AP 2, CPP 2	
	\$3,000	\$3,000	\$3,000	\$3,000	AP 1, AP 2, CPP 2	
19B WHaLI Student Assistant, H. Risdon 50 hours at \$20/hr + fringe benefits at 8% Coordinates WHaLI teacher training activities developed in cooperation with the School of Education to internationalize the curriculum in K-12 classrooms.	\$1,080	\$1,080	\$1,080	\$1,080	AP 1, AP 2, CPP 2	4
University of Puerto Rico-UM Partnership--MSI Cross-Center 20A Collaboration in Area Studies						

Collaborative Curriculum Development Symposium--one 2-day workshop per year at UPR for UPR instructors/pre-service teacher education students and K-12 teachers from the San Juan-area public and private schools. In collaboration with UM area-studies centers (representing the regions of Africa, East Asia, Russia, East Europe and Eurasia, Middle East and North Africa, South Asia, and Southeast Asia), and UPR Colleges of Education, Humanities, and Social Sciences.						
Domestic travel, lodging, meals, and incidentals for 1-2 UM presenters (may be faculty and/or graduate students) and LACS staff	\$3,000	\$3,000	\$3,000	\$3,000	AP 1, AP 2, CPP 1, CPP 2	4-6
Professional service fees for 1-2 UM presenters (may be faculty and/or graduate students)	\$250	\$250	\$250	\$250	AP 1, AP 2, CPP 1, CPP 2	
Consulting fees - Center for Education Design, Evaluation, and Research (CEDER) to create educational toolkits and provide pedagogical consultation to presenters for annual UM-UPR symposium.	\$900	\$900	\$900	\$900	AP 1, AP 2, CPP 1, CPP 2	
	\$1,200	\$1,200	\$1,200	\$1,200	AP 1, AP 2, CPP 1, CPP 2	
Consulting Fees for maintenance of resources on UPR-UM Partnership Website (ie. translation of instructional materials including educational toolkit created by CEDER, papers, abstracts, curriculum modules, syllabi, website content, and general maintenance)	\$1,000	\$1,000	\$1,000	\$1,000	AP 1, AP 2, CPP 1, CPP 2	
20B UPR Library Projects						
Domestic travel, lodging, meals, and incidentals for Latin American Librarian to travel to UPR to host library collection digitization and preservation workshops in conjunction with UPR librarians, and additionally to work with UPR librarians to assess LAC and area studies collections and needs (refer to Budget Line 16) at José M. Lázaro and Centro de Investigaciones Historicas (CIH) UPR library collections in years 2 and 4	\$0	\$2,000	\$0	\$2,000	AP 1, AP 2, CPP 1, CPP 2	5-6
20C UPR Post-Secondary Curriculum Development Program						

<p>To support instructional/course development projects on Latin America and the Caribbean through a one- to two-week library residency program which allows UPR faculty to use UM Library collections and meet with UM faculty on campus</p> <p>Domestic travel, lodging, meals, and incidentals for up to 2 UPR faculty per year</p>	\$3,500	\$3,500	\$3,500	\$3,500	AP 1, AP 2, CPP 1	5-6
20D UPR Project Consultant, J. Hernandez						
50 hours at \$25/hr + fringe benefits at 8%	\$1,350	\$1,350	\$1,350	\$1,350	AP 1, AP 2, CPP 1, CPP 2	4-6
<p>Coordinates the annual K-16 workshops at UPR and follow up on curriculum development and website instructional materials.</p> <p>Coordinates recruitment and promotion of annual K-16 workshops at UPR as well as recruitment for WHaLI workshop participants from PR and UPR Library Grant recipients.</p>						
21 LACS K-12 Teacher Training Workshop Series						
<p>Teacher training workshops focusing on country or region specific topics as well as shared LAC topics. The workshops will be interdisciplinary and often include experiential components (i.e. musical performances, traditional ceremonies, language activities, etc.) and are accompanied by teacher resource packets, books, and web-based offerings. 1 workshop per year</p>						
Domestic travel, meals, and incidentals for 1-2 speakers (may be UM faculty or graduate students or external LAC experts) per year	\$2,000	\$2,000	\$2,000	\$2,000	AP 1, AP 2, CPP 2	6
Professional service fees for UM (may be faculty or graduate students) or external LAC experts to present at annual workshops	\$1,000	\$1,000	\$1,000	\$1,000	AP 1, AP 2, CPP 2	
22A San Diego State University K-16 Partnership and Binational Summer Institute						
<p>A teacher training/MSI outreach collaboration between UM area studies centers (LACS and CMENAS during the pilot phase) and SDSU's Center for Latin American Studies to develop and pilot a multi-day binational summer institute for K-12 and Community College teachers from San Diego and Ann Arbor to develop curriculum modules around the theme of global migration.</p>						

Domestic/International Travel expenses, lodging, meals, and incidentals for K-12 and CC teachers from Michigan to attend the summer institute (5 participants per year in years 3 and 4)	\$0	\$0	\$7,500	\$7,500	AP 1, AP 2, CPP 1, CPP 2	6-7
Domestic/International Travel, lodging, meals and incidentals for LACS director and 1 LACS staff member to travel to San Diego each year of the project for curricular needs assessments and to staff the summer institute	\$3,000	\$3,000	\$3,000	\$3,000	AP 1, AP 2, CPP 1, CPP 2	
Domestic/International Travel, lodging, meals and incidentals for 1 UM faculty in years 1 and 2 for curricular needs assessment phase and 2 UM faculty or graduate student presenters in years 3 and 4 for the pilot institute	\$1,500	\$1,500	\$3,000	\$3,000	AP 1, AP 2, CPP 1, CPP 2	
Professional service fees for UM faculty or graduate student presenters at the institute in San Diego in years 3 and 4	\$0	\$0	\$500	\$500	AP 1, AP 2, CPP 1, CPP 2	
Consulting fee for SDSU College of Education to run focus groups during the curricular needs assessment in year 1	\$5,000	\$0	\$0	\$0	AP 1, AP 2, CPP 1, CPP 2	
Cross-border group ground transportation for Summer Institute participants to travel from San Diego to Tijuana	\$0	\$0	\$1,000	\$1,000	AP 1, AP 2, CPP 1, CPP 2	
Professional Service Fees for K-12 and CC teachers to facilitate post-institute workshops in Michigan & San Diego (10 @ \$200, anticipate funding 5 teachers from each location)	\$0	\$0	\$2,000	\$2,000	AP 1, AP 2, CPP 1, CPP 2	
22B SDSU Project Consultant, TBD						
150 hours in years 1-2, 200 hours in years 3-4 at \$25/hr + fringe benefits at 8%	\$4,050	\$4,050	\$5,400	\$5,400	AP 1, AP 2, CPP 1, CPP 2	6-7
Coordinates faculty and teacher exchange and curricular needs assessment in years 1 and 2. Coordinates recruitment and promotion of annual Summer Institute and organizes Insititute site visits in Tijuana, Mexico in years 3 & 4						
23 Midwest Institute for International/Intercultural Education (MIIE)						
To co-sponsor the annual MIIE global, thematic Curriculum and Professional Development workshop for community college faculty to create new curriculum modules on LAC region and to co-sponsor a four-person faculty team to undertake a four-year LAC-focused international education plan to create new tracks for community college students to internationalize their education.						

	Consulting fees for development of new LAC modules at annual curriculum development workshops	\$1,000	\$1,000	\$1,000	\$1,000	AP 1, AP 2, CPP 1, CPP 2	7
	Consulting fees for community college faculty team to create new LAC courses over the course of four years	\$3,000	\$3,000	\$1,000	\$1,000	AP 1, AP 2, CPP 1, CPP 2	
24	Professional Development Workshops for MSI/Community College Language and Area Studies faculty						
	To enable 1-2 faculty from MSI and/or Community Colleges to attend LAC area studies and language conferences and workshops for professional development						
	Domestic/International travel, lodging, conference fees, meals, and incidentals for 1-2 faculty per year	\$2,400	\$240	\$2,400	\$1,200	CPP 1	7
25	Washtenaw Community College - Global Program in Applied Social Sciences (GPASS)						
	The GPASS is a partnership of CSEAS, CMENAS, LACS, and Washtenaw Community College (WCC) to lead workshops that promote the training of faculty in the practical application of social science to solve real life problems.						
	Professional service fees for 1-2 faculty presenters at each year's workshop (may be UM or community college faculty)	\$500	\$500	\$500	\$500	AP 2, CPP 1	7-8
26	UMMA - WISD Annual K-12 Arts and Area Studies Summer Teacher Insititute						
	A collaboration between the University of Michigan Museum of Art, the Washtenaw Intermediate School District, LACS and CMENAS to train teachers to use art as a tool for understanding, comparing, and contrasting global themes that meet Michigan middle and high school curriculum standards such as ancient civilizations, migrations, social movements, revolutions, etc.						
	Professional service fees for 1 UM or external expert on LAC to present at each year's workshop	\$500	\$500	\$500	\$500	AP 1, AP 2	8
27	Latin American Authors Outreach Series - Library Outreach Event						

Collaboration with all UM Outreach Librarians to bring in authors on books on LAC topics and facilitate reading groups with local teachers, UM students, and general public						
Domestic/International Travel for one speaker/author (may be UM faculty or graduate student) per year	\$750	\$750	\$750	\$750	AP 1, AP 2	10
Professional service fees for one speaker/author (may be UM faculty or graduate student) per year	\$250	\$250	\$250	\$250	AP 1, AP 2	
28 Global Feminisms Outreach Initiative						
Collaboration with the Brazil Initiative and UM Institute on Research on Women and Gender & University Libraries to support the expansion and enhancement of the Latin American sections of the Global Feminisms Digital Archive and an international conference in year 3 with a workshop for high school teachers.						
Domestic/International Travel, lodging, meals, and incidentals for one speaker (may be UM faculty or external expert) to present at the international global feminisms conference in year 3.	\$0	\$0	\$1,500	\$0	AP 1, AP 2	8
Professional service fees for one speaker (may be UM faculty) year 3	\$0	\$0	\$500	\$0	AP 1, AP 2	
Professional service fees for one presenter (may be UM faculty or graduate student) to facilitate lesson planning workshop for high school teachers as part of year 3's conference	\$0	\$0	\$500	\$0	AP 1, AP 2	
Course Development - Spanish and LCTL						
29 Course Development: Ann Arbor Language Partnership course						
Audiovisual materials and course supplies for the Ann Arbor Language Project, a collaboration with the UM School of Education to train Pre-Service Secondary School Spanish Teachers to teach in local Ann Arbor Schools and to integrate LAC content and global themes into secondary school Spanish courses	\$1,000	\$1,000	\$300	\$300	AP 2, CPP 2	2
30 Course development for Spanish Language Internship Project Course						

<p>The Spanish Language Internship project course trains UM students to be Language Learning Assistants for various community organizations, including UM's En Nuestra Lengua program, that need Spanish tutors. Students teach Spanish and cultural and social issues pertaining to LAC.</p>	\$1,000	\$1,000	\$750	\$750	AP 1	2, 44
<p>Audiovisual materials and course supplies for Language Learning Assistants to utilize in local community organizations</p>						
31 Spanish for the Professions						
<p>Collaboration with School of Engineering, Medicine, Law, and Business to enrich sections of Spanish for the Professions through technologies and guest speaker presentations that allow for experiences modeling patient care or client interactions in Latin America. Presentations will be recorded and made available as free resources on our website.</p>						
<p>Audiovisual materials, equipment, course supplies (such as medical handbooks, medical devices, traditional healing instruments, etc) for use in the Spanish for Business and Spanish for Health Professionals courses in years 1 and 2.</p>	\$1,000	\$1,000	\$0	\$0	AP1	3
<p>Professional service fees for 5 local speakers to present in Spanish for the Professions Courses in years 1 and 2. Professional service fees for 2 local speakers per year to present in years 3 and 4 (presentations from previous years are recorded and usable in years 3 and 4, thereby reducing costs).</p>	\$750	\$750	\$300	\$300	AP1	
32 Portuguese for the Professions						
<p>Collaboration with Brazil Initiative, African Studies Center, School of Engineering, Nursing, Medicine, Law, and Business to create Portuguese for the Professions mini courses that attend the particular needs of students in the professional schools. Course to be held in the Winter semester of each year, before students travel to Portuguese-speaking countries for professional practicums, internships, study, or research programs with our many institutional partners, primarily in Brazil.</p>						
<p>Audiovisual materials, course supplies (such as medical handbooks, traditional healing instruments, legal handbooks, etc) for use in Portuguese for Professions Course</p>	\$500	\$500	\$500	\$500	AP 1	3

Course Development - Area Studies						
33 Course development for Food Literacy for All Course						
A new community-academic course on Food Literacy for All, developed by UM Sustainable Food Systems Initiative, a partnership between: United States Department of Agriculture (USDA), the College of LSA, LSA Instructional Support Services (LSA-ISS), the Office of the Provost, the Center for Engaged Academic Learning (CEAL), the Center for Human Growth and Development, the Center for Latin American and Caribbean Studies (LACS), the Community Foundation of Southeast Michigan, Detroit Food Policy Council and the Office of Diversity Equity and Inclusion. This evening lecture series features different guest speakers each week to address diverse challenges and opportunities of both domestic and global food systems. By bringing national and international leaders each week we promote conversation and deepen existing commitments to building more equitable, health-promoting, and ecologically sustainable food systems.						
Domestic/International travel, lodging, meals, and incidentals for guest speakers and professional service fees						
	\$1,000	\$1,000	\$750	\$750	AP 1	3
Professional service fees						
Course Development for Immigration Law and the Americas						
34 Initiative						
To host classroom speakers and graduate seminar workshops on legal asylum cases coming from the Caribbean and Central America. A collaboration between LACS, the African Studies Center and the Department of Afroamerican and African Studies						
Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers in years 1 and 3						
	\$1,000	\$0	\$1,000	\$0	AP 1	3
Professional service fees for 1-2 speakers in years 1 and 3						
	\$500	\$0	\$500	\$0	AP 1	
35 Course development for Health, Science, and Medicine						

	Contribute to integrate and develop and enhance courses with LACS focus in the health sciences that will serve as the basis for our Health in Latin America and the Caribbean minor track, for example a unit around the theme of Health Equity, Policy, and Difference in Brazil or Reproductive Care in Latin America.					
	Domestic/International travel, lodging, meals, and incidentals for 1-2 area specialists in years 1 and 2	\$1,000	\$1,000	\$0	\$0	AP 1
	Speaker fees	\$500	\$500	\$0	\$0	AP 1
36	Course Development in Taubman College of Architecture Urban Planning Fieldwork Experience Courses					
	To support the development of Taubman's fieldwork projects in LAC (e.g. addressing environmental & social issues in favela development) and expansion to new sites.					
	International travel, lodging, meals, and incidentals for Taubman faculty to travel to Brazil for site search and analysis and piloting of project.	\$1,200	\$1,200	\$0	\$0	AP 1
37	Global Arts Incubator					
	Collaboration with the School of Music, Theatre, and Dance to develop new courses with LAC and Global focus from an interdisciplinary perspective to allow students to interact with LAC artists in creating and documenting world art. Supports undergraduate and graduate lab-based music and dance courses.					
	Domestic/International travel, lodging, meals, and incidentals for 1-2 LAC artists per year	\$1,000	\$1,000	\$500	\$500	AP 1
	Professional service fees for 1-2 LAC artists per year	\$500	\$500	\$250	\$250	AP 1
38	Travel for LACS Visiting Professors					
	Travel support for visiting professors coming to UM to teach LACS spring/summer half term courses					
	Domestic/International travel and lodging for 1 visiting professor staying for a short term period to teach one mini-course per year.	\$2,000	\$2,000	\$2,000	\$2,000	AP 1
Public Events						

39 School of Business Global Impact Speaker Series	Collaboration with UM William Davidson Institute and the Business School to invite 1 speaker in years 2 and 4 to give a presentation on LAC topics.					
	Domestic/International travel, lodging, meals, and incidentals for 1 speaker	\$0	\$1,000	\$0	\$1,000	AP 1
	Speaker fees	\$0	\$500	\$0	\$500	AP1
40 School of Nursing Summer Global Health Institute and Health in LAC Event Series	Collaboration with School of Nursing and other UM NRCs and campus units, with faculty from across the health sciences, this Summer Institute is designed to help participants gain a broad insight into contemporary global health issues. Themes addressed across the years may include sexual and reproductive health, community health, cross-cultural practice, and more. Continues our efforts to bring experts and practitioners from Latin America to give public presentations in areas such as Nursing, Public Health, and Medicine. These visitors are crucial to the sustainability of the Health in Latin America and Caribbean new minor.					
	Domestic/International travel, lodging (min 3 nights), meals, and incidentals for up to 2 presenters per year	\$3,000	\$3,000	\$2,000	\$2,000	AP 1
	Professional service fees for up to 2 presenters per year	\$1,000	\$1,000	\$500	\$500	AP 1
41 LACS Across Campus Interdisciplinary Events Series	Supports co-sponsorship of events and workshops on campus in collaboration with faculty from multiple units from across U-M colleges as well as student groups to foster interdisciplinary discussion on LAC topics to include but not limited to: comparative politics, gender, sexuality, race, indigeneity, literature, etc.					
	Domestic/International travel, lodging, meals, and incidentals for up to 10 speakers per year	\$5,000	\$5,000	\$5,000	\$5,000	AP 1
	Professional service fees for up to 10 speakers per year	\$5,000	\$5,000	\$5,000	\$5,000	AP 1
42 International Insitute Area Studies Centers' Shared Global Thematic Conferences						

<p>LACS will collaborate with area-studies centers (Russian, East European, and Eurasian Studies, East Asian Studies, African Studies, South Asian Studies, Southeast Asian Studies, and North African and Middle Eastern Studies) to organize annual two-day symposia with the following themes: Indigenous Languages in Year 1, Migration in Year 2, Arts of Devotion in Year 3, Gender and Health in Year 4. Each center will organize a portion of the symposium that will focus on their respective region. Moderated panels and discussion sessions will tie the regional perspectives together for a truly "global" event.</p> <p>Domestic/International travel, lodging min 3 nights, meals, and incidentals for one LAC expert per year</p> <p>Professional service fees for one presenter per year</p>						
	\$1,700	\$1,700	\$1,700	\$1,700	AP 1	9
	\$500	\$500	\$500	\$500	AP 1	
43 US Government Agencies in Latin America Series						
<p>In collaboration with the International Institute, the Career Center, UM Reserve Officers' Training Corps, and other units such as the Donia Human Rights Center, Ross School of Business, and Ford School of Public Policy, LACS will bring speakers from US Federal Agencies (i.e. Department of State, Department of Defense, Department of Agriculture, etc), to speak about their careers, the benefits and challenges of working in these sectors in jobs related to or in Latin America, and current issues in LAC that will affect future job markets, development, and security.</p> <p>Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers per year</p> <p>Professional Service Fees</p>						
	\$1,000	\$1,000	\$1,000	\$1,000	AP 1	9
	\$500	\$500	\$500	\$500	AP 1	
44 Autobiographical Reflections from LACS Historians						
<p>A collaboration with History to create a series of open discussions with historians of LAC about their intellectual paths, including errors made and lessons learned, with the goal of demystifying and humanizing historical inquiry.</p> <p>Domestic/International travel, lodging, meals, and incidentals for 1 LAC presenter, a "historical interpreter", in years 1 and 3</p> <p>Professional service fees for one LAC presenter, a "historical interpreter", in years 1 and 3</p>						
	\$1,000	\$0	\$1,000	\$0	AP 1	9
	\$500	\$0	\$500	\$0	AP 1	

45 Latin American and Caribbean Musicians and Artists Series						
Collaboration with Center for World Performance Studies to bring Latin American or Caribbean musicians to be in residence at UM for 1-3 weeks during the academic year in years 1 and 3. Collaboration with Stamps School of Art and Design to bring in Latin American or Caribbean artists to be in residence at UM 1-3 weeks during the academic year in years 2 and 4.						
Domestic/International travel, lodging, meals, and incidentals for 1 artist in residence per year	\$1,000	\$1,000	\$1,000	\$1,000	AP 1	10
Speaker fees	\$500	\$500	\$500	\$500	AP 1	
46 Latin American and Caribbean Film Series						
Community collaborations with Arbor Film Festival and annual Interfaith Council for Peace and Justice's Latin America Task Force LATAM Film Series						
Film screening licenses	\$1,000	\$1,000	\$1,000	\$1,000	AP 1	10
47 Andean Studies Workshop						
Supports events on the Andes and the graduate-student led "Cículo Andino" (Andean Circle) Rackham Interdisciplinary Workshop's annual Speaker Series and year-end conference						
Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers and professional service fees.	\$1,000	\$1,000	\$1,000	\$1,000	AP 1	10
48 Ford School of Public Policy: Policy in Latin America Event Series						
Supports events and graduate-student workshops related to current public policy issues in Latin America and the Caribbean. This collaboration with the Ford School of Public Policy will bring in one speaker per year to discuss critical policy issues in the region.						
Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers	\$2,000	\$2,000	\$1,000	\$1,000	AP 1	10
Speaker fees	\$1,000	\$1,000	\$500	\$500	AP 1	

49 Sustainable Latin America Event Series Collaboration with the School of Environment and Sustainability (SEAS) and the Erb Institute to bring speakers to discuss issues related to global environmental change in Latin America including energy and climate change, water security, land use and ecosystem services. LACS will fund this series in years 1 and 2, and SEAS will fund it in years 3 and 4 Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional Service Fees	\$1,000	\$1,000	\$0	\$0	AP 1	10
	\$500	\$500	\$0	\$0	AP 1	
50 Latin American Languages Events Supports events on Latin American languages, including topics such as multilingualism in LAC, language preservation and documentation, language discrimination, and the study of indigenous and LCTL languages such as Nahuatl, Maya, and Yoruba Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Speaker fees	\$1,000	\$1,000	\$1,000	\$1,000	AP 1	10
	\$500	\$500	\$500	\$500	AP 1	
Bridging the Gap Among Experts: Data Services for Latin American and Caribbean Studies In collaboration with UM Libraries, LACS will contribute to the costs of travel and professional service fees for one data management expert per year to present at our library's newly designed Workshop of Research Data Management and Data Reference Services in Latin America. This workshop is tailored to Latin American and Caribbean Studies Librarians. Domestic/International travel, lodging, meals, and incidentals for 1 LAC data management expert per year Professional service fees for LAC data management expert/presenter per year	\$1,500	\$1,500	\$500	\$500	AP 1	10
	\$500	\$500	\$250	\$250	AP 1	
Evaluation						

52 Evaluation Specialist, Karin Tice 20% of 100% time Collaboration with Formative Evaluation Research Associates for program evaluation	\$8,000	\$8,000	\$8,000	\$8,000		21
Student Assistance						
53 Undergraduate Assistants, TBD 75 hours at \$12/hr + fringe benefits at 8% Assistance with simple office work: maintain office files and records; receive, sort, and route mail; post information to records; stuff, seal, and stamp envelopes; maintain mailing lists; wrap packages; sort, collate, staple, and hand deliver materials, occasional catering set-up for events.	\$972	\$972	\$972	\$972		
54 Graduate Assistants, TBD 200 hours at \$20/hr + fringe benefits at 8% Assistance with the planning of Center outreach events such as film screenings, public event planning, maintenance of Global Feminisms Archive (see budget line 28), assists with LACS Newsletter content and design, website content such as student and faculty spotlights, other Center programming promotional initiatives and other Center administrative assistance as needed.	\$4,320	\$4,320	\$4,320	\$4,320		
OTHER SUBTOTAL	\$97,922	\$91,262	\$95,422	\$92,222		
TOTAL TRAVEL, SUPPLIES & OTHER	\$120,722	\$113,212	\$115,072	\$110,672		
TOTAL DIRECT COST	\$249,935	\$247,066	\$249,409	\$249,804		
INDIRECT COST at 8% OF DIRECT COSTS	\$19,995	\$19,765	\$19,953	\$19,984		
TOTAL CENTER SUPPORT REQUESTED	\$269,930	\$266,831	\$269,362	\$269,788		

Center for Latin American and Caribbean Studies University of Michigan Foreign Language and Area Studies Proposed Budget 2018-2022					
		Year 1	Year 2	Year 3	Year 4
FLAS Budget Category	Rate	2018-19	2019-20	2020-21	2021-22
<i>FLAS fellowships to be awarded for Portuguese, Quechua, Yoruba, and Nahuatl</i>					
A Graduate FLAS Academic Year Awards					
1 (6) Institutional Payment	@ \$18,000/ea.	\$108,000	\$108,000	\$108,000	\$108,000
2 (6) Subsistence Allowance	@ \$15,000/ea.	\$90,000	\$90,000	\$90,000	\$90,000
Academic Year Fellowship Subtotal		\$198,000	\$198,000	\$198,000	\$198,000
B Graduate FLAS Summer Awards					
3 (6) Institutional Payment	@ \$5,000/ea.	\$30,000	\$30,000	\$30,000	\$30,000
4 (6) Subsistence Allowance	@ \$2,500/ea.	\$15,000	\$15,000	\$15,000	\$15,000
Summer Fellowship Subtotal		\$45,000	\$45,000	\$45,000	\$45,000
C Undergraduate FLAS Academic Year Awards					
5 (2) Institutional Payment	@ \$10,000/ea.	\$20,000	\$20,000	\$20,000	\$20,000
6 (2) Subsistence Allowance	@ \$5,000/ea.	\$10,000	\$10,000	\$10,000	\$10,000
Academic Year Fellowship Subtotal		\$30,000	\$30,000	\$30,000	\$30,000
D Undergraduate FLAS Summer Awards					
7 (2) Institutional Payment	@ \$5,000/ea	\$10,000	\$10,000	\$10,000	\$10,000
8 (2) Subsistence Allowance	@ \$2,500/ea	\$5,000	\$5,000	\$5,000	\$5,000
Academic Year Fellowship Subtotal		\$15,000	\$15,000	\$15,000	\$15,000
TOTAL FLAS FUNDING REQUESTED		\$288,000	\$288,000	\$288,000	\$288,000